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ABSTRACT

Planning, implementation, and demonstration/dissemination phases of the CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site A, Joliet, Illinois from February 15, 1974 to June 30, 1976, are included in this report. (The principle objectives of the project were to bridge the gap between the theoretical and developmental findings of activities sponsored by the Illinois State Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites; to implement into two sites in Illinois selected research, curriculum, developmental, special, and exemplary activities; to provide an opportunity for a variety of persons, i.e., counselors, administrators, labor and business representatives, to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education; to identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, development, curriculum, special, and exemplary activities, and to evaluate the effectiveness and efficiency of the demonstration centers.) Major project results and accomplishments are summarized for each of the 15 exemplary activities implemented in Joliet. Other aspects of the project discussed are the manpower/workforce survey, staff development, dissemination and demonstration (17 pages), and evaluation procedures. The conclusions indicate that interest, enthusiasm, support, and involvement for career and occupational education have increased as documented by local and the third-party evaluations. Appendixes contain the manpower survey instrument, conference materials, publicity materials, and newsletters. (TA)

Final Report

Project No V361068
Contract No. RDD-DC-A33

Comprehensive Illinois Occupational Education
Demonstration Center
Site A

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract from the Illinois Division of Vocational and Technical Education. Contractors undertaking such projects under State sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Division of Vocational and Technical Education position of policy.

Tom Boldrey
Joliet Township High School District No. 204
Joliet, Illinois

July 1, 1976

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SUMMARY OF REPORT

A. Time Period Covered

This report includes the planning, implementation and demonstration/ dissemination phases of CIOEDC Project, Site A, Joliet, Illinois from February 15, 1974 to June 30, 1976.

B. Objectives of the Project

The principle objectives of the project as determined by the Illinois Division of Vocational and Technical Education (DVTE)¹ were:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special and exemplary activities funded through special contract with local educational agencies and sponsored by the Illinois DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special and exemplary activities based on

¹This is now the Department of Adult, Vocational and Technical Education.

an objective analysis of implementation of completed projects into the two school sites.

5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education. The locally developed objectives of Joliet Elementary District 86, Joliet Township High School District 204, and Joliet Junior College (Site A) were to:
 - a. Plan, implement, and demonstrate selected DVTE developed planning tools, curricula, delivery systems, evaluation procedures, and guidance oriented programs for K-14 plus adult populations.
 - b. Supplement and strengthen existing programs and activities by implementing DVTE or USOE activities and/or concepts where appropriate.
 - c. Plan, implement, and demonstrate a model articulated career awareness, exploration, preparation, guidance, placement and follow-up system for the three school districts, K-14 plus adults.
 - d. Conduct staff development activities that improve professional competency in planning, implementing, and evaluating career and occupational programs, K-14 plus adults.
 - e. Plan, implement, and demonstrate career and occupational programs that respond to the diverse needs of disadvantaged, handicapped, gifted from a wide range of ethnic, cultural, and socio-economic groups.

In order to accomplish both the Illinois DVTE and local objectives, the following DVTE activities were planned for, implemented, and demonstrated in the maximum number of schools and locations and with the maximum number of students and staff in the three participating school districts:

1. Project ABLE (Authentic Basic Life-Centered Education)
2. Project JOLIET
3. WECEP Program (Work Experience and Career Exploration Program)
4. CVIS (The Computerized Vocational Information System)
5. Career Education 9-12
6. SIVE (System for Individualizing Vocational Education)
7. IOCP (Illinois Occupational Curriculum Project)
8. Nuclear Radiation Project (Nucleonics Course)
9. Consumer and Homemaking Education
10. A System for Follow-up of Vocational Education Graduates
11. Three Phase System for Evaluation
12. Technical Mathematics
13. Technical Physics
14. Industrial Engineering
15. The Preparedness Program

C. Procedures

1. The procedures for the planning phase were:
 - A. Identify and activate a tri-district Administrative Steering Committee.
 - B. Select and employ a site director, community resource coordinator, and secretary.
 - C. Identify persons responsible for planning/implementing each activity that was a part of CIOEDC.

- D. Plan and conduct a public news conference and other publicity activities to inform others.
 - E. Plan and conduct staff development activities for both administrative and instructional staff.
 - F. Develop an evaluation plan in coordination with the project's third-party evaluator.
 - G. Prepare and submit phase II proposal and quarterly reports.
 - H. Plan and initiate staff development and curriculum/program improvements based on formative and summative evaluation.
2. The procedures for implementation phase were:
- A. Review and study activities to be implemented.
 - B. Conduct in-service for staff.
 - C. Conduct Administrative Steering Committee meetings.
 - D. Meet with State DVTE Project Liaison Coordinator.
 - E. Conduct community liaison committee meetings.
 - F. Compile and submit quarterly and interim reports.
 - G. Meet with third-party evaluator as per time line.
 - H. Evaluate phase II.
 - I. Organize Demonstration Committee for establishing demonstration intricacies for 75-76 school year.
 - J. Submit phase III proposal.
3. The procedures for demonstration/dissemination phase were:
- A. Develop and disseminate a booklet describing each of the activities in Site A.
 - B. Develop and disseminate flyers/brochures to promote demonstration conferences.
 - C. Plan and conduct 2½ day demonstration conferences as per time line.

- D. Prepare and complete materials to disseminate at conferences and to those requesting information including slide tape presentations and displays.
- E. Prepare and initiate publicity thru local and Chicago media; letters of special invitation; and "in-house" newsletters.
- F. Conduct Administrative Steering Committee meetings.
- G. Solicit cross-sectional community input for strengthening and expanding career and vocational education.
- H. Meet regularly with State Project Director and third-party evaluator.
- I. Compile and submit quarterly and final reports.
- J. Complete local and third-party evaluations.

D. Results and Accomplishments of the Projects

Fifteen exemplary activities were implemented in Joliet and information was disseminated nation wide describing these activities in a natural setting. Numerous demonstration/dissemination activities also dispersed information, as presentations were given in state and national conventions, articles were published in professional journals and newsletters, in addition to local media coverage.

E. Evaluation of the Project

An external project evaluation was conducted by the project's third-party evaluator, Educational Management Services, Inc., Minneapolis, Minnesota.

F. Conclusions, Implications, and Recommendations

The benefits and spin-offs of the CIOEDC are recognized by teachers, administrators and community people in Joliet's three school districts. Interest, enthusiasm, support and involvement for career and occupational education have increased as documented by local and the third-

party evaluations. Since the project, there has been substantially more constructive communication and articulation among the three districts. A project such as CIOEDC involving three school districts, over 25,000 students, thirty physical locations, and the implementation of fifteen exemplary activities, adds to the complexity of the tasks, yet simultaneously allowing for diverse input that fosters additional innovations. The nature of the project in Joliet, with the strong commitment of staff and administrators to involve the maximum number of students and staff in the activities, created constructive tension which was also enhanced by the anticipation of visitors coming during the 1975-76 school year. Preparing for the demonstration activities demands early and intensive planning.

In order to accomplish the objectives of the project and carry out the local commitments, more manpower was obtained by securing Comprehensive Employment Training Act (CETA) funds to employ seven persons. These funds and staff members were the single most significant local contribution that strengthened the CIOEDC project far beyond the letter of the contract. CETA funded staff were used in preparing dissemination material, planning and conducting the demonstration conferences, developing and implementing a comprehensive manpower/workforce survey, numerous activities related to soliciting and utilizing community resources, and modifying the CVIS program to meet local needs and conditions.

The local participating districts held fast to the basic tenet that all the educational activities being demonstrated continue as integral parts of the educational program without needing additional monies to

operate them after the conclusion of the CIOEDC. The relatively small budget number of staff to accomplish the many ambitious tasks relative to planning for, implementing, strengthening, and localizing exemplary activities plus planning for extensive nationwide dissemination and actual demonstration of these activities called for committed resourcefulness.

Equally important to the success of the project, was the strong personal commitment and direct involvement of the total school district staff.

State level DVTE staff were also extremely helpful and supportive when and in what ever area was needed.

BODY OF THE REPORT

i. Problem

The Illinois Division of Vocational and Technical Education has funded various research and development projects since 1965 in the state. Many of these projects have proved successful within the local district or area where developed; but because of inadequate dissemination methods, there has not been widespread implementation at the state or national level. As a result, the Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, sponsored two (2) demonstration sites in Illinois to implement as many of these research and development projects as practical. The demonstration technique was utilized by the DVTE to move the innovations closer to potential users within the state and nation.

'Would be adopters' and other interested people need to be able to observe and talk with local educators who are directly involved in implementing career and vocational education activities in a natural setting.

. Objectives

The principle objectives of the project as determined by the Illinois Division of Vocational and Technical Education were:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded through special contact with local educational agencies and sponsored by the Illinois DVTE.
3. To provide an opportunity for a variety of persons (including teachers,

counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education.

4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The locally developed objectives of Joliet Elementary District 86, Joliet Township High School District 204, and Joliet Junior College (Site A) were to:

1. Plan, implement, and demonstrate selected DVTE developed planning tools, curricula, delivery systems, evaluation procedures, and guidance oriented programs for K-14 plus adult populations.
2. Supplement and strengthen existing programs and activities by implementing DVTE and/or USOE activities and/or concepts where appropriate.
3. Plan, implement, and demonstrate a model articulated career awareness exploration, preparation, guidance, placement and follow-up system for three school districts for K-14 plus adults.
4. Conduct staff development activities that improve professional competency in planning, implementing, and evaluating career and occupational programs, K-14 plus adults.

5. Plan, implement, and demonstrate career and occupational programs that respond to the diverse needs of disadvantaged, handicapped, and gifted students from a wide range of ethnic, cultural, and socio-economic groups.

In order to accomplish the local objectives, the following DVTE activities were planned, implemented, and demonstrated in the three participating school districts.

1. Project ABLE (Authentic Basic Life-Centered Education)
2. Project JOLIET
3. W&CEP Program (Work Experience and Career Exploration Program)
4. CVIS (The Computerized Vocational Information System)
5. Career Education 9-12
6. SIVE (System for Individualizing Vocational Education)
7. IOCP (Illinois Occupational Curriculum Project)
8. Nuclear Radiation Project (Nucleonics Course)
9. Consumer and Homemaking Education
10. A System for Follow-up of Vocational Education Graduates
11. Three Phase System for Evaluation
12. Technical Mathematics
13. Technical Physics
14. Industrial Engineering
15. The Preparedness Program

C. Project Description

Site A consists of Joliet Elementary School District 86, Joliet Township High School District 204, and Joliet Junior College District 525. Approximately 25,000 students, K-14 and adults, were or have been served by this project. The goal of this project, Site A, was to cooperatively plan, implement, and demonstrate a model career and occupational education program to serve the

Joliet community. Since the Joliet community is a typical cross section of Illinois and the United States, the project model would further serve to demonstrate to educators, businessmen, legislators, and the general public--locally, statewide, and nationally--the feasibility and practicality of exemplary activities in a natural setting.

The educational leaders in all three districts have recognized the need for articulation between the districts and within the past 2½ years have begun to formulate such a plan. This project coincided with the overall objectives of the articulation plan and, in fact, became the catalyst for developing a Master Plan for Career and Vocational Education in the Joliet community to serve K-14 and adults.

Characteristics of Participating Schools

Elementary	K-8	10,816	26 schools
Secondary	9-12	6,480	3 schools+ 1 off campus site
Secondary Adult Division		3,097	4 campuses
Junior College	13-14	6,991	1 + 20 satellites

District 86 Staff

Kindergarten 25	Guidance 13
Elementary 262	Psychologists 4
Junior High 182	Administrators 4
Special Education 91	Consultants/Supervisors 15
Librarians 4	Principals 26
Homebound 1	Assistant Principals 7

District 204 Staff

Teachers 267	Administrators 16
Para-professionals 36	Social Workers 2

Counselors 22	Speech Correctionist 1
Special Education 43	Hearing Impaired 2
Psychologists 3	Behavior Disorder 3
Deans 10	Homebound 2
	Alternate School 6

District 525 Staff

Administrators 24	Counselors 4
Full-Time Teachers 114	Full-Time Librarian 4
Part-Time Teachers 557	Part-Time Counselors 6
	Part-Time Advisors 37

Joliet Public School District 86

The elementary district is composed of twenty-two (22) attendance centers (K through 5) and four (4) junior high attendance centers. The attendance centers enrollment ranges from one hundred sixty-five (165) to six hundred ninety (690). Junior high enrollment is from 669 to 1076. To maintain geographic and socio-economic balance, the district is divided into four quadrants, one for each junior high with the respective K-5 feeder schools.

The student population is representative of the ethnic cultural and racial heterogeneity of the community. Fall enrollment for 1975 indicated 1 percent American Indian and Oriental, 8.7 percent Spanish Surnamed Americans, 29.3 percent Blacks, and 61 percent Caucasians.

District 204

District 204 serves the largest urban population in Will County, including a high percentage of minorities and other disadvantaged youth. The student population in the fall of 1975 was 6,556; approximately 74% white, 19.3% black, and 5.5% Spanish surname. The drop-out rate was 7.1% as of 1975; 16 is the average age of the drop-out.

Joliet Junior College District 525

Joliet Junior College (JJC), created in 1901, served primarily only the graduates of Joliet Township High School District 204 during the years prior to 1967. Now, as a Class I District, it serves the students in three counties.

The College has completed the first phase of expansion in terms of building construction. Eight permanent buildings are completed, four more are planned, and some temporary facilities are being used, over ninety (90) programs are operational at JJC. The JJC programs include: General Studies, Social Sciences, Biological and Physical Sciences, General Liberal Arts and Sciences, to Career Education. One-year certificate programs and two-year associate degree programs are offered.

D. Results and Accomplishments

The following summarizes the major results and accomplishments during planning, implementation and dissemination/demonstration:

1. ABLE - Consultants from the universities, other school districts, and the local districts conducted courses, workshops, and provided technical assistance to both teachers and administrators. The developer of the ABLE Model Project and his colleagues were utilized as consultants (Dr. Walter Wernick, Dr. Terry Whealon, Dr. Chester Dugger, and Charles Ellis.)

ABLE concepts and interviewing skills were and continue to be used from pre-school through high school. Both teachers and students use these techniques as an integral part of the total curriculum. Several teachers have also used interviewing skills in SIVE projects by interviewing and tape recording workers in a variety of careers. These tapes are used to individualize instruction.

2. Project JOLIET - A new Project JOLIET coordinator, Mr. Richard Osborne, was hired in August 1974. Two of the most significant accomplishments for this period were a marked increase in both the number of teachers implementing career education and the number of community people hosting career visits as well as coming into the classroom. The seventh grade "Community Classrooms" increased to include all Joliet's banks, Northern Illinois Gas, U. S. Steel, City Hall, County Building, and Joliet Junior College. ~~1000~~ businesses were visited by pre-school thru fifth grade classes during 1974-75. The number of in-school interviews cannot be given, but one teacher alone used over thirty resource people in her class. Nine elementary schools wrote career education into their M.B.O. plans. In August 1974, all the special education teachers in District 86 attended one day workshop conducted by local staff, Dr. Wehrly, Dr. Jane Davidson and Dr. Wernick. During the year, these three consultants were used extensively in many of the schools in the district. They assisted by being in the school all day, meeting with teachers in informal small groups, in faculty meetings, and with teacher teams. The Project JOLIET Coordinator conducted formal in-service sessions for thirteen (13) schools in addition to the informal consultations and assistance given to individual teachers. The Project JOLIET Resource Guide, developed by and for teachers was completed and distributed at the formal in-service sessions at respective schools. Selected special education teachers wrote sample units to serve as idea starters and guidelines for infusing career education into special education areas.

The CIOEDC Community Resource Coordinator and a Community Resource Coordinator hired with CETA funds to work principally with District 86, actively solicited community involvement. Orientation and training sessions were held with

employees in large and small businesses, with emphasis for the seventh grade community classroom sites. There has been a marked expansion of easily accessible community resources in terms of businesses hosting career visits and people coming into the classroom for interviews.

Beginning in January 1975, a monthly newsletter was disseminated to District 86 teachers outlining new resources and describing career education activities of individual teachers and highlighting schools with outstanding projects or special events.

In 1975-76, one hundred thirty-nine approved career visits were taken using transportation provided by Project Joliet. A total of 4,803 K-5 students participated in these career education experiences. Forty-nine "Community Classrooms" were conducted for 2,580 junior high students. Over 7,383 students were involved in 188 career visits in the Joliet region. An undetermined number of classroom interviews were conducted with resource persons coming into the classroom. Research/evaluation mini-grants were carried out at the K.E.E.P. Center and Taft Elementary School to document the results of career education. Eighteen District 86 staff were allotted mini-grants to individualize some aspect of instruction related to Project Joliet, ABLE and/or CVIS. One hundred twenty elementary/junior high teachers were presenters for some aspect of the demonstration activities. Sixteen attendance centers were selected and prepared to demonstrate for visitors coming to Joliet.

3. WECEP - In the fall of 1974, WECEP operated as a joint program between Joliet Elementary District 86 and Joliet Township High School District 204. Approximately seventy-five students were enrolled in the program at all three campuses of the high school district and two junior high schools.

Four WECEP coordinators staffed the program. One presented the Joliet WECEP program to the National Convention of Exceptional Children, in Anaheim, California.

During the spring of 1975, out-of-district consultants assisted in program evaluation and staff development. Some sessions focused on home visits.

In the spring of 1975, a meeting was jointly sponsored by the Joliet Region Chamber of Commerce and the WECEP staff. The purpose was to inform business and community people about WECEP to thereby broaden the spectrum and number of job stations for the 14-15 year old students in WECEP.

During the fall of 1975, WECEP was expanded to include all four junior high schools in District 86 and the three campuses in District 204. A dual district administrative steering committee was established and functioned as such. This committee is composed of principals from all schools and representatives from both vocational and special education. Over a hundred students were enrolled in WECEP during the year.

In the summer of 1975, two WECEP coordinators and a Special Education Department Chairman received mini-grants to revise and expand curriculum materials. Several visitors to the CIOEDC conferences complimented the quality of the curriculum developed.

4. CVIS - CVIS has had more impact and implications for the three participating districts than any other single activity. From the beginning of the CIOEDC project, administrators recognized the advantages of computer technology for storing and retrieving information relevant to educational and career planning. Cost is one of the first blatant obstacles to implementing the

Willow Brook CVIS system, using cathode ray tube terminals. It was clearly not possible to operate CVIS in Joliet's three high schools within the limitations of the CIOEDC or local district's budgets. The only possible way to use terminals would have been to "fish bowl" a terminal that would be removed at the completion of CIOEDC. This was never considered as a viable option. Instead, administrators were committed to continue to operate all activities after the conclusion of the Project. After nearly six months of searching and studying, primarily by the Director of Data Processing at the Joliet Junior College, recommendations were made to pursue the batch processing approach utilizing the existing NCR equipment of Joliet Junior College.

With batch processing, students fill out opt scan forms to request information. These forms are sent by mail or daily courier to Joliet Junior College computer center for processing. The following day students receive print-outs of their information. There are several advantages to this method of processing:

1. Greater economy -- it's more economical than C.R.T.
2. Easier student access for making inquiries -- request for information can be made in classrooms, counselor's office, and home, without having to wait for a terminal.
3. Group usage simultaneously -- an entire class can request information from CVIS at one time.
4. Non-competitive use of computer time -- administrative services will ~~not~~ compete with guidance services.
5. ~~Students~~ Students can keep copies of the print-outs to use in classes or for future reference.

With complexity of data gathering, synthesizing, coding, programming and piloting, all the components of CVIS were not operating until late 1976. The schedule that was used for the implementation of this program is as follows:

Spring 1975 - Pilot tested - Career exploration through occupational data which contained 450 job briefs.

Spring 1975 - Pilot Tested - Four year college exploration using data file of 1510 four years accredited colleges in the U.S.A.

Summer 1975 - Revised career exploration package originally designed for junior high students. Piloted and used Fall 1975.

Summer 1975 - Revised military script and piloted in the fall.

Summer 1975 - Revised and localized financial aids and scholarship for fall pilot testing.

Summer 1975 - Developed a script of Joliet Junior College information for high school and junior college student use.

Summer 1975 - Compiled information regarding post-high school training programs.

Spring to Fall 1975 - Conducted an extensive manpower/workforce study of the Joliet area. This data was available to both students and educators. (See Career Ed 9-12 section for more detail.)

To insure that CVIS continued after June 30, 1976 and provide the maximum use of the revised material, all feeder school districts and other interested people were invited to attend an orientation session about CVIS. Over a hundred area people were provided information about CVIS and asked if they would be interested in participating in a non-profit CVIS consortium in which member school districts would be able to use CVIS at cost. In May 1976 seventeen districts were committed to participate for the coming school year.

In summarizing the 1975 useage of CVIS for two components, there were 5,700 inquiries for:

- a. Four-year college information (1,660 Colleges)
- b. Career Information (450 job descriptions)

Five additional components became operational in January 1976 with over 10,000 inquiries. From January 1 to March 10 there were 4,300 inquiries.

The new components are:

- a. Local Manpower Information (800 employer reports; 3,500 job reports).
- b. Vocational Interest Test (24 question test).
- c. Local High School Quiz and Topics (25 question test and 15 general topics).
- d. Financial Aids (85 local and national aids on file).
- e. Local Community College (80 topics and courses available).

5. Career Education 9-12 - The Career Education 9-12 Program is a system to improve school-community linkages best explained in terms of community resources. These resources are the core of career and vocational education. They are the people, places, and things outside the classroom which explicate the real world and the skills needed to make it-on the job or at home.

Career Education 9-12 is not a career education curriculum or an instructional program for high school students, but rather a liaison system between education and the entire community. The system operates under the direction of a Community Resource Coordinator. This person plays a key role in recruiting and orienting local community people to contribute their time and expertise. However, it is not in one direction, since the general public gains better insight into the real operations of education when they themselves become active participants in the process.

A liaison person serves a variety of function from paving the way for career visits to school work stations for students. Opportunities to gain work experience in conjunction with regular schooling are unequalled for exposure to the latest tools and modern equipment. The job seems endless, but so is the potential for expanding educational opportunities for students to learn about and prepare for life.

Over the two and one-half years of CIOEDC, priority has been given to developing a systematic coordinated use of community resources. After extensive study and input from local people the following needs were substantiated:

- A. To conduct a comprehensive survey of the manpower/workforce in the Joliet region that will serve the students in career and educational planning as well as educators and other officials in strengthening programs that are responsive to employment/educational needs.
- B. To systematically recruit community resources that can be used in preparing students from pre-school through college with the necessary work/daily living skills.
- C. To orient and train teachers at all levels for using community resources within the context of career and vocational education.
- D. To provide all educators with easy access to information about and use of community resources.

Under the umbrella concepts of career education 9-12 as developed in Peoria, two major accomplishments will be discussed. First, it is important to note that "Community Resources" became the password and that the limitations of 9-12 were extended from pre-school through adulthood. The Community Resource

Coordinator, a CIOEDC staff member, was the backbone of all these efforts. In fact, her job grew to an administrative function after CETA funds were obtained and her title was changed to Assistant Director.

Two major problems were recognized when the project started. How do you obtain representational community input for both a public participation point of view and input that will be helpful to educators? A goals conference was held to address this problem (see appendix for complete description of the procedures and results). The second problem: How to obtain accurate up-to-date manpower/workforce information that is useful to both students, teachers, counselors, and administrators?

It was the Community Resource Coordinator who provided the leadership and initiative for securing CETA funds which were necessary to carry out the plans for expanding the use of resources. Additional people were hired with this objective in mind. Three people developed and conducted a manpower/workforce survey and assisted in designing a system to computerize the data base for use as a part of CVIS.

One person was responsible for coordinating the use of community resources with priority for District 86. The increase in both the kinds and numbers of community resources is documented in the findings of the third-party evaluation.

The following section describes the rationale and results of the manpower/workforce survey:

MANPOWER/WORKFORCE SURVEY

The Manpower/Workforce Survey was initiated January 1975. Maynard Boudreau, Dean of Career Education Joliet Junior College, Rich Osborne, Director of Career Education Elementary School District 86, and Will Shay, Director of Vocational Education High School District 204, along with CIOEDC staff, Tom Boldrey, and Kathy Rees were the administrative steering committee for the survey. The only manpower/workforce information available to the schools was out of date, and/or not localized.

A comprehensive Manpower/Workforce Survey of employers of Will and Grundy counties was needed by all three school districts. The primary purpose of the survey was to establish a local job information bank on the computer at the Joliet Junior College which would assist junior high through junior college students in career planning. Students would have easy access to the types of jobs in the area, the education and experience requirements, and the future employment outlook in certain fields.

The data base provides sound information for: establishing of new occupational programs or improving existing ones, and establishing an accurate information bank of community resources.

Developing the survey was a long process. A search of previous efforts was undertaken including a review of the Directory of Occupational Titles, and consultation with Dwight Davis of the Joliet Junior College, who developed five manuals for local planning and evaluation - the IOCP manuals (Illinois Occupational Curriculum Project). Other people who had been involved in similar, though not as extensive surveys--Don Kaufman, Director of the Grundy County Vocational Center, and staff of the Will-Grundy County Comprehensive Health Planning Council were consulted. Representatives of various community organizations like the Illinois State Employ-

ment Service, Joliet Region Chamber of Commerce, Will-Grundy Manufactures Association, and the Will-Grundy CETA Services Office also reviewed the survey and provided input as it was developed.

The first step in the development of the survey instrument was to decide on the basic career clusters for job titles. With the aid of the IOCP manuals, the Dictionary of Occupational Titles, and previous surveys, a list of fourteen career clusters was devised. Local job titles were categorized under the appropriate cluster. The three administrators from the school districts, Maynard Boudreau, Rick Osborne, and Will Shay, along with the CIOEDC staff, Tom Boldrey and Kathy Rees provided input for the career clusters and job titles. Experts in fields of agriculture, graphic arts, etc. were also consulted. Job titles were field tested with local employers to make sure that the job titles were correct and could easily be used by other employers. A concise definition was developed for each job title to aid the employers in placing their employees as quickly and accurately as possible.

The initial survey was 161 pages, with 1015 job titles and definitions, 120 of these being cross-referenced through-out the survey.

The first part of the survey includes a General Information Section, refer to Appendix. Question 10, "Is beginning employment fixed to entry level positions?" was asked to make a student aware of what jobs he/she would have to start out in as an employee of that particular company. Question 11, "Are your minimum educational and experience requirements fixed?" was asked to determine if the employer would be checking what he/she would prefer a student to have, but would really be flexible in the job requirements.

The second section is the Survey Word Questions. This section was designed to determine which employers would be willing to participate in any of the other CIOEDC activities and add them to the information bank of community resources.

Employers who marked yes to having people from their company come to the classroom, encouraging planned visits, or providing work experience for students were then contacted by appropriate school staff. If an employer checked "yes" for providing scholarships or financial aid, follow-up was done to find out the details for the aid and the information added to the financial aid section of CVIS.

A student job placement service was started at the Joliet Junior College in February, 1976, based on the Manpower/Workforce Survey. The question, "At your option and only when a job opening arises, would your company be interested in using a companion job referral system?" was added to the Survey Word Questions page in order to supply the Placement Coordinator with contact people for employment.

The last two questions in this section, "How can the schools better prepare the students for the work force?" and "What does an employer look for in a potential employee?" gave the employer a chance to share with school administrators and educators their ideas and opinions of how the school system was doing and what could be done to better prepare students to enter the world of work.

The next section of the survey was the actual job information charts that an employer completed. The employer only received the charts from the career clusters that were applicable to his/her business. For instance, an industry received the entire industrial section, plus office and clerical, professional and sales. The other career cluster charts - agriculture, retail, health, education, etc., would not be sent to an industrial concern. An employer could mark more than one column in each section. The last three sections (G, H, I) were to determine what the future outlook for employment would be in a particular job.

When the development of the survey instrument was completed, John Cripe, CVIS Coordinator at the Joliet Junior College, wrote numerous computer programs defining the various ways the information would be placed on the computer and be made available to students and educators.

Various steps were followed in conducting the Manpower/Workforce Survey. To start, all large major businesses and industries in the area were contacted in person. A sampling of businesses and agencies from each career cluster were also contacted in person to insure some returns from each career area and to learn what sections of the survey each type of business or agency should be mailed. Over 4,600 employers in the two county area were contacted.

Comprehensive mailing lists were compiled by referring to the directories of the Manufactures' Association, the Joliet Region Chamber of Commerce membership, and the yellow pages of five area phone books, the latter being the basis for the majority of the mailing lists.

The next step was establishing a timetable for the mailings taking into account what the best time of the year was to contact each type of business. For example, no retail stores were contacted during the months of the Christmas rush in November and December; no construction companies were surveyed in the spring and summer, their peak season.

After developing the timetable, the mailings were begun. The surveys were mailed out third class in groups of 200 a week, a first class business reply envelope enclosed along with each survey for returns. Two weeks were allowed as a due back date on the survey.

When the surveys were returned, respondents were marked on the mailing list and sent thank you letters.

Two weeks after a mailing, reminder letters were sent to all businesses and agencies that hadn't responded. If there was still no response from an employer within another two weeks, a phone call was made to find out why (gone out of business, no employees, etc.), and to answer any questions that the employers might have had about the survey and to urge them to complete it.

The calls to the employers would sometimes necessitate re-mailing a survey - the first one sent never reached them, or was thrown away. After finding out more about the purpose of the survey, many were willing to complete it if sent another copy.

After all the surveys were returned, the marked mailing lists were checked and the returns charted statistically to keep a record of the types of businesses responding and the number of employees covered. The information from the surveys were placed on the worksheets from the data processing office for keypunching.

Over 4,600 employers in the two county area were surveyed with a 25% return rate for the mailed surveys and a 75% completion rate for the businesses surveyed in person. The information gathered covered over 1/3 of the two county workforce.

The results of the survey were placed on the computer and are available to students for career planning, and educators for curriculum and guidance purposes. There are approximately twenty ways educators can receive the information. Special reports available include print-outs of: 1.) employers that will visit classes, permit job site visits, and provide materials to schools; 2.) employers that will provide students jobs and/or training programs; 3.) employers that will provide financial aids to employees involved in educational programs; 4.) all job reports with an increase in average annual employment and local supply of qualified workers; 5.) all jobs with a high turnover rate; 6.) all jobs requiring a high school diploma or less; 7.) all jobs requiring 1 or 2 years of college; 8.) all jobs requiring 4 years of college.

The survey is also being used as a basis for the job placement program in operation at the Joliet Junior College and for help in forecasting manpower needs and providing employment statistics and information necessary for the writing of proposals and grants.

All of the information gathered from the survey and placed on the computer will be updated on a yearly basis. The first 400 employers have already been on the computer for a year and are now in the process of being contacted and the necessary information updated. There are plans for the remainder to be updated in the fall of 1976.

6. SIVE (System for Individualized Vocational Education) - SIVE projects were solicited from District 204 staff with priority for representatives in each of the five occupational areas. The processes of application and developing SIVE projects were simplified to submitting a proposal containing major objectives and the principle media to be used. Discussion followed with the applicant, Project Director, Vocational Education Director, and media specialists. Following these discussions, the applicant submitted a more detailed description of tasks with timeline. The approach was considerably less formal and technical than used in the original SIVE project developed in Skokie, Illinois.

Staff response was exceptionally favorable. By September, 1975, high school teachers were working on projects in Consumer Homemaking, Business Education, Ecology, Agri-Business, Technical and Industrial Education, Data Processing, and Distributive Education. Twelve elementary and junior high teachers completed projects on the careers in music, careers and jobs associated with the I-M Canal that bisects Joliet, etc.

During 1975, minimal solicitation was required to obtain more proposals and ideas than could be funded. As a consequence of the SIVE grants, the Home Economics department and most of Distributive Education curriculum was individualized at the high school level.

Joliet Junior College has many individualized programs that were developed using SIVE concepts and processes. Complete audio-tutorial labs are available in nursing, secretarial skills, reading, writing, math, and others. Junior College SIVE grants were approved in Technical Math, Technical Physics, Culinary Arts, Automotive mechanics, and Nursing.

7. IOCP (Illinois Occupational Curriculum Project) - All District 204 District administrators, ~~principals~~, and department chairmen participated in a one-day IOCP workshop. The IOCP materials are currently the basis for departmental planning and evaluation and are used in developing the local One and Five Year Plan.

District 86 conducted a comprehensive year long study of the junior high curriculum which used the IOCP material and processes as guidelines. Mr. Gerald Griffin, who conducted the study consulted with CIOEDC staff and Dwight Davis, developer of IOCP.

CIOEDC staff and career administrators of each of the three districts applied the concepts, used the forms and procedures of IOCP in program planning and management. The Junior College uses an MBO system that relates to the IOCP concepts and procedures. The Manpower Survey also used IOCP material extensively. The three staff members of the Manpower Survey consulted periodically with Dwight Davis.

8. Nuclear Radiation Project (Nucleonics courses) - During the summer of 1974, the three nucleonics teachers previewed, rehearsed, and "dry labbed" the course for the following semester. The course was offered on all three campuses with approximately 84 students completing the course in the 1974-75 and 115 during the 1975-76 school year.

Because nucleonics was offered only in two sites in Illinois, Joliet and Crystal Lake, both sites were ~~approached~~ by the science supervisor of the Illinois Office of Education to develop information and ideas about how nucleonics might be implemented in 25 high school districts in Illinois. One of the teachers and the CIOEDC director participated in a weekend working

session to develop information which could be incorporated into a House Bill to present to the State of Illinois Legislature allocating money to schools implementing nucleonics and providing funds for additional curriculum development.

Late in the spring of 1975, one nucleonics teacher and three students testified before the Education Committee in the Illinois House of Representatives and before the Senate.

Local and area community resources used in nucleonics include: St. Joseph Hospital and Argonne National Laboratory. The hospital radiated material for laboratory experiments, while Argonne hosted career visits and provided resource people who gave demonstrations and talked about the expanding field of nuclear science.

One of the nucleonics teachers received a Title III mini-grant to implement and inservice: "Nucleonics: A Two Week Mini Course for Any High School Science Student". The current nucleonics instructors provided in-service sessions for 15 high school science teachers to incorporate a two week nucleonics course in their general curricula.

The two week mini courses introduced students to nuclear science and helped alleviate incorrect assumption about radiation. These mini-sessions were designed as career exploration devices to create student interest in enrolling in the regular nucleonics semester courses.

The nucleonics teachers developed and administered a survey consisting of 30 questions dealing with the public's perceptions of nuclear science. Over 200 questionnaires were sent out to students, teachers, administrators, and community people who had not previously enrolled in a nucleonics course.

The same questionnaires were also administered to students upon completion of the regular nucleonics course. The questionnaire primarily dealt with conceptions and misconceptions of nuclear radiation. The results of this survey were analyzed by the third-party evaluators.

One of the nucleonics instructors was involved in developing a student nucleonics textbook to be used 1975 to 1976. This textbook was completed by August 1, 1975.

In addition to visitors coming to the Demonstration Center, the nucleonics instructors have received additional visits from high school science instructors having specific interest in nucleonics. These included representatives from Glenbard High School North, Glen Ellyn, Illinois; Rich Central High School, Park Forest, Illinois; Riverside High School, Brookfield, Illinois; and Morton West High School, Berwyn, Illinois.

10. Consumer and Homemaking Education - Joliet Township High School, District 204, submitted a proposal for a greatly expanded Consumer-Homemaking Program. A DVTE contract for this program was awarded in the 1974-75 school year.

Prior to the awarding of the DVTE contract, major curriculum revisions were made in all areas except handicapped, which were completed in the fall of 1974. During this period, DVTE consultants met with District 204 staff to review curriculum and general program direction.

A Consumer-Homemaking Program for the handicapped was implemented in the fall of 1975, with the hiring of a full time teacher. Students included the physically handicapped, deaf and hard of hearing, and educable mentally handicapped.

Consumer-Homemaking for Spanish speaking adults was also implemented in the fall. The Community Resource Coordinator and the Director of Vocational Education worked closely with the Spanish Center and community people to develop this community based program. However, after having been piloted for four classes, this program was cancelled for lack of sufficient enrollment.

During the last two school years, nearly eight hundred students have participated in Consumer-Homemaking including a significant percentage of handicapped and disadvantaged students. Nearly all the curriculum has been individualized to best accomodate the diverse needs of this heterogeneous student population.

A System for Follow-Up of Vocational Education Graduates - From 1972-1974, District 204 participated in the piloting of Eastern Illinois University's Follow-Up Study Project of Vocational Education graduates of secondary schools. In the fall of 1974, District 204 obtained input from a variety of local staff including teachers, counselors and administrators for developing and administering a follow-up of Joliet's high school graduates. The follow-up committee visited Sycamore, Illinois, to learn about their efforts. As a consequence, District 204 decided to include all students in the follow-up study and not just those graduates of occupational programs. The actual questionnaire itself was considerably revised and simplified. In the spring of 1975, all 1973 high school graduates and other school leavers during the 1972-73 year were sent questionnaires. During the fall of 1975, all school leavers for 1973-74 and 69 and 70 were sent questionnaires. One of the staff people hired under the CETA funds served as a follow-up coordinator under the supervision of the Vocational Education Director of District 204. Two reports were made for each campus (a composite and summary) and sent to teachers, counselors and administrators. These reports were reviewed by staff to make appropriate programmatic recommendations.

Joliet Junior College annually administers a self developed follow-up study of graduates/leavers of their career programs.

12. Three Phase System for Statewide Evaluation of Occupational Education Programs in Illinois

All three participating districts submitted and received approval for One and Five Year Plans from the Illinois Division of Vocational and Technical Education.

13. Technical Math and Technical Physics - During the summer and fall of 1974, The Dean of Career Education and staff members visited Parkland College's Technical Math and Technical Physics programs. After their visits and review of materials, one pilot section of each was established at Joliet Junior College. Since the Parkland materials were developed for the quarter system, modification and expansion were made for the semester course at Joliet Junior College. SIVE projects were granted to expand and individualize the material.

14. Industrial Engineering - In 1975, Joliet Junior College implemented an adaptation of the Industrial Engineering Program developed at Moraine Valley Community College. The adaptation of this program for demonstration included the areas of Mechanical Production Technician and Mechanical Design Technician. The programs consist of a series of courses leading to a one year certificate of completion or a two year Associate of Applied Science degree.

The programs are offered to allow the student to progress at his or her own pace, either as a full or part-time student. Flexible program scheduling enables the student to shift from day to evening classes during any session.

Behavioral objectives were developed for all instructional units with the assistance of industry and advisory committee input. The objectives are structured to develop competency by job function. Prior learning and

competency level is assessed and credit granted through proficiency assessment, allowing variable points of entry.

The Dean of Career Education for Joliet Junior College and some other staff members visited Moraine Valley again in spring, 1975. Plans were developed to further individualize the courses by designing smaller modules and use extensive hands-on experimentation and skill development.

15. Preparedness - During the late summer of 1974, the Preparedness Program at the Joliet Junior College was implemented. There were four basic components of the program; 1) the Jobs for Women Program; 2) the Early School Leavers Program; 3) Adult Basic Education; and 4) the remedial math, reading and writing laboratories available to all enrollees. All four components attempt to identify and serve not only the under-employed or unemployed, but also the educationally and economically disadvantaged.

The core of the Preparedness Program is the development of individualized career and educational plans for each participant using attitude and general interest tests, career counseling, career exploration workshops, skills training and job placement. Enrollment is encouraged at any time during the school year.

Eighteen staff members were hired to implement Preparedness in 1974-75, of which sixteen were funded through CETA. These included program directors, job developers, counselors and outreach workers. At the outset, staff development sessions included: 1) the identification of the basic skills components: reading, writing, and computation for use in laboratories; 2) the development of the curriculum for the job readiness courses; and 3) the identification of courses in the skills areas such as typing, electronics or automotive.

In the spring of 1975, there were a total of 245 women enrolled in the Jobs For Women program and 98 in the Early School Leavers Program.

Specialized needs are also met in the Adult Basic Education Program. These include learning to read, write and perform basic computations necessary for an eighth grade certificate, preparing for the General Education Development Test, and studying English as a second language.

During the 1975-76 year, the Preparedness Program was reduced significantly in staff due to a reduction in CETA funds although the number of students did not decrease accordingly. For example, in the spring of 1975, there were 98 Early School Leavers with ten staff and in the spring of 1976, there were 78 with two staff. There were over a thousand students served by the program. Statistics are difficult to quote without giving elaborate qualifications since the programs are so diverse, personalized, and individualized. For example, between 400 and 500 people completed GED at either one of the satellite centers or the main campus.

STAFF DEVELOPMENT

Several consultants were utilized during the past two and one-half years. People from universities, DAVTE, IOE and other school districts conducted staff development activities. These varied from formal courses with university credit from Northern Illinois University, Governors State University, and University of Illinois, to small group consultations pertaining to a specific topic.

Dr. Walter Wernick taught three courses from Northern Illinois University in Joliet. Approximately eight teachers were enrolled. Dr. Charles Jackson taught a course from University of Illinois in Joliet for about thirty teachers. Two courses were offered through Governors State with twenty enrollees. All of these instructors met with Project staff in planning the course and utilized materials and persons related to the Project. Two other career education courses, one from Illinois State and one from National College of Education in Evanston, were offered in the Joliet area with minimal input solicited from the Project staff.

A variety of people across the state contributed to staff development/in-service. Some of these include:

- Mr. Sherwood Dees, Director of the Division of Vocational and Technical Education, made a presentation to the District 204 half-day Fall Institute, 1975.
- Dr. Ron McCage, Coordinator of the Development Unit of DAVTE and Charles Schickner, of the Research and Development Unit conducted a half-day workshop for District 86 principals.
- Principals from Chicago and Maywood, and Dr. Chester Dugger of Peoria Public Schools conducted the second principals' workshop.

Some of the staff development activities generated spin-offs in other directions.

In the late spring of 1975, discussion between Project staff, Tom Haugsby and Russell Hollister, instructors at Governors State University, Park Forest, Illinois, led to a series of three introductory workshops primarily for secondary teachers. Feedback from these sessions were so positive that a proposal was submitted to the Research and Development Unit of the Illinois Division of Vocational and Technical Education, entitled, "An Application of the Crystal and Bolles Career/Life Planning System and Process for Inservice and Curriculum Development at the Secondary Level."

The number and variety of staff development activities within the three districts were so extensive, it is not feasible to list or describe all of them. The kinds of activities varied from one-to-one consultations to district wide institutes. For example, Dr. Beatrice Wehrly was a great asset for supporting teachers in small group sessions. DAVTE staff from the Research and Development Section, Occupational Consultants Section, Special Programs Section, Professional and Curriculum Development Section, and the Program and Evaluation Section provided technical assistance, consultation, and/or material pertinent to the Project. A few key local people visited other programs to see them in actual operation. Staff members also attended workshops sponsored by DAVTE, universities and other school districts. Materials from other projects and DAVTE activities have also been utilized extensively from pre-school through junior college.

DISSEMINATION AND DEMONSTRATION

The primary purpose of the CIOEDC Project was to demonstrate and disseminate information about several exemplary activities that had been previously funded by the Research and Development Unit of the Illinois Division of Vocational and Technical Education. In order to accomplish this central objective, extensive planning and concentrated efforts were directed at informing and attracting representatives from business, industry, government, and education, both locally and nationally, to visit Joliet during the 1975-76 school year. Existing public media and professional journals were utilized for dissemination purposes.

Approaches utilized for dissemination purposes included:

1. Printed and multi-media informational distribution prior to and during four demonstration conferences.
2. Presentations by CIOEDC staff to a veritable plethora of groups, agencies and educators.
3. Four demonstration conferences.

Printed and Multi-Media Information

These materials had a dual purpose in the sense that they were developed to inform local and national audiences of the Demonstration Center and to invite them to attend the conferences. The second purpose was to convey in a concise manner, a cursory understanding of both the Demonstration Center and the component activities being demonstrated.

During the project period articles regarding CIOEDC and related activities have appeared in the following journals, newspapers, and newsletters:

- Independent Schools Association of the Central States (Newsletter)
- Career Education Service Center (Newsletter)
- Illinois Association for Supervisors and Curriculum Development (Newsletter)
- Rural Illinois Career Education (RICE) Demonstration Center (Newsletter)
- The Bridge (Published by Grundy Area Career Ed Cooperative)
- "Jottings" (Joliet Junior College staff newsletter)
- Washington Counselor
- Illinois School Board Journal
- Joliet Herald News
- Chicago Tribune
- National Cash Register Co. informational brochure about CVIS. (as locally known) which was distributed nationally.
- Community Service Interagency Newsletter published by the Joliet Community Relation Commission
- Joliet Regional Chamber of Commerce Meetings and Events Calendar published by Joliet Region Chamber of Commerce.
- NI Gas News, Vol. 12, Number 4, April, 1975, published for the employees and retirees of Northern Illinois Gas Company.
- Illinois Bell Magazine, March, 1975, published for Illinois Bell employees.
- Illinois Career Education Journal, published by I. O. E.
- State Side News, published by DAVTE
- JTHS Reporter, published by Joliet Township High School District 204.

Radio and Television interviews included:

- WJOL - Point of View Program
WECEP Coordinators and class members
- WJOL - Community Line Question and Answer Program
Community Resource Coordinator
- WJOL - Point of View Program
Community Resource Coordinator
- WJOL - Point of View Program
Manpower Survey Coordinators
- Channel 4 - Cable T. V.
Police Beat - Community Resource Coordinator
The Learning Place - Community Resource Coordinator
- WJOL - Community Line Question and Answer Program
Conference Coordinator
- WBBM - Chicago, "Education in Action"
taped interview with director aired four times each day
from March 8th - 12th.
- WJOL and WJRC - Coverage of October, February and March CIOEDC
Conference Banquet speakers

Informational brochures were developed. Their scope spanned from a CIOEDC newsletter published and issued four times to local staff, to a forty page booklet entitled, "Innovations in Education" (5,000). A pre-conference brochure was developed and disseminated to assist CIOEDC staff in anticipating the number of conference attendees. It was also intended to provide prospective participants with the basic information necessary for plans, if they selected to attend a conference. One page flyers were developed to announce the February/March conference (20,000 flyers) and another to announce the March/May conference

(15,000 flyers). The above materials were sent to a variety of target groups.

The list below is representational:

A. Educators:

1. Primary, Elementary, Junior High and High School teachers in Districts similar to Joliet.
2. All High School Counselors in Illinois.
3. All WECEP Coordinators in Illinois.
4. Vocational and Technical Education teachers in State of Wisconsin that were in programs similar to the ones being demonstrated.
5. All the Junior College Career Education deans in Illinois.
6. All Independent Schools listed as a member of Independent School Association in the United States.
7. Consumer and Homemaking teachers in Illinois that were from cities similar to Joliet.
8. Elementary and Junior High Principals in Gary, Indiana.
9. Madison, Wisconsin, School Board for Vocational and Technical Education.
10. Conference participants at the National Association for the Education of the Young Child who signed up to receive more information.
11. Selected Work Study Coordinators in cities similar to Joliet.
12. IDVTE regional directors (multiple copies for their distribution).
13. Selected school Administrators of high school and unit districts in Illinois.
14. Directors of Area Vocational Centers and High School Vocational Directors in Illinois.
15. Illinois University Occupational Education Coordinators (multiple copies for their distribution).
16. U. S. Chief State School Officers.
17. Selected members of the National Council of Local Administrators of Vocational Education and Practical Arts.
18. State RCU Directors (multiple copies for their distribution).
19. State Part D Program Officers, for Vocational Education in the United States.

20. State Curriculum Liaison Representatives for Vocational Education in the United States.
21. State Contact Persons for Career Education in the United States.
22. Joliet, Illinois, and Chicago Catholic Dioceses.
23. Curriculum Management Center Directors of the United States (multiple copies for their distribution).
24. Selected Educators K-14 in Northern Illinois Region.
25. Selected University Professors in Illinois (multiple copies for their distribution).
26. Private and Non-Public Schools in cities in Illinois similar to Joliet.

B. Community Leaders:

1. Chambers of Commerce in Illinois.
2. American Chamber of Commerce Executives.
3. Selected members of the National Industrial Council.
4. Manufacturing Trade Associate Groups.
5. Selected members of American Society of Association Executives.
6. State Presidents of Parent Teachers Association.
7. Selected members of local business in the community.
8. All School Board Presidents in the State of Illinois.

C. Government Representatives:

1. Selected Illinois State Representatives and Senators.
2. U. S. Senators from Illinois.
3. U. S. Representatives from Illinois.
4. Carl Perkins - Chairman of the House Committees on Education and Labor.

D. Letters of Special Invitation:

Approximately 300 letters of special invitation were sent to local school administrators, school board members and advisory board people, as well as to educational committees from the Chamber of Commerce and the Will-Grundy Manufacturers Association prior to the February, March and May conferences.

E. Letters to Parents:

Six thousand letters were sent to parents inviting them to participate in the May demonstration conference.

Presentations

During the 2½ years CIOEDC staff made presentations to the following people or groups:

- Joliet Township High School District 204 - Board of Education
- Hufford Junior High School PTA, Joliet, Illinois
- Region 9 Cooperative Education Coordination, Rockdale, Illinois
- Will County Home Economics Association
- Illinois Association of Chamber of Commerce Executives, Annual Meeting, Skokie, Illinois
- Illinois State Medical Society, Normal, Illinois
- Career Ed Institute, Thornton Area Public School Association
- Will Grundy Manufacturers Association
- Joliet Junior College, Board of Education
- Will County Vocational Education Directors
- University of Illinois Will County Extension Service - Home Economics Council
- Joliet Region Chamber of Commerce Education Committee
- Board of Directors of Joliet Region Chamber of Commerce
- Student Teachers, Illinois State University
- Will Grundy Manufacturers Association Industrial Relations Club
- Board of Inspectors, Joliet Elementary District 86
- Kiwanis, Joliet, Illinois
- ADK Kindergarten Association, Pontiac, Illinois
- Sub Regional, Vocational Education Directors Region I, Joliet, Illinois
- Congressman George O'Brien and staff
- Rockford Public Schools Workshop, Rockford, Illinois

- Instruction Improvement Fair, sponsored by District 204, Joliet, Illinois
- Kid Power Conference, Joliet, Illinois
- Illinois Junior High School Association Spring Conference, Champaign, Illinois
- Aurora Public Schools Workshop, Aurora, Illinois
- Occupational Consultants, and Special Programs Unit of DVTE, Springfield, Illinois
- Personal and Public Service Spring Banquet, Joliet, Illinois
- Annual conference of the Illinois Council for Exceptional Children, Chicago, Illinois
- National Conference for the National Association for Education of the Young Child in Dallas, Texas
- National Conference of the American Vocational Association in Anaheim, California, utilizing a locally developed synchronized slide/tape production
- Northeastern Illinois Community Colleges Manpower Consortium
- Institute in Riverside, Illinois (approximately 150 people present)
- Institute at Yorkville, Illinois
- Educational service regional meeting for Region 1 in Mokena, Illinois
- Elgin Community College, Aurora, Illinois
- Career Ed K-12 for Exceptional Children Program in Streator, Illinois
- Career Education Service Center in Arlington Heights, Illinois
- Career Education Progress in Hinsdale, Illinois
- Representatives from Western Springs School District
- Student teachers of District 86 (48 student teachers)
- Demographic Data Study Workshop sponsored by the Will County Regional School Office, Governors State University
- CAPS Workshop, Springfield, Illinois

- Hoosier Study Council Career Education Workshop, Peru, Indiana
- Career Education In-Service Program, Aurora, Illinois
- State Workshop on Follow-up, College of DuPage co-sponsored by SAVA (Suburban Association of Vocational Ed Administrators).
- Hamburger University of McDonald's Corporation in Elk Grove Village, Illinois
- "New Dimensions for Educating Youth", a national conference jointly sponsored by USOE and N. A. S. S. P. in Denver, Colorado

Numerous staff in the three districts gave presentations and/or were actively involved in dissemination related to the CIOEDC activities. It is not possible to list all of ~~these~~. The following serve as examples:

- A. ~~The Supervisor of Women's Programs~~ discussed Preparedness with:
 - 1. Frankfort Women's Club
 - 2. Minooka Women's Club
 - 3. Bethlehem Church
 - 4. Universalist Church
 - 5. Zonta
 - 6. Council of Women's Programs, Northwestern University, Evanston, Illinois
 - 7. Women's Conference, San Diego, California
- B. The Director of Data Processing presented Joliet's version of CVIS to the National Education Users Group of N. C. R. in Dayton, Ohio, which comprises more ~~than~~ a 100 different school districts across the nation.
- C. Numerous staff in District 86 gave presentations to university classes at Northern Illinois University, Illinois State University and University of Illinois. The Director of Career Education for District 86 and

and teachers were on panels, presented programs and disseminated information about ABLE, Project Joliet and CVIS all across the state from Chicago to Tamms, Illinois, and in Texas, South Carolina, California and Indiana.

D. The CVIS Coordinator and Manpower/Workforce Coordinators gave many presentations both within the three school districts and to other interested groups or schools. Some of these included:

1. Lockport Township High School district-wide institute
2. Lemont Township High School Board meeting
3. Joliet Junior College Board
4. Workshops sponsored by the Northeastern Illinois Community College Manpower Consortium
5. Fifty (50) representatives from school districts in Will and Grundy counties.

Personal Contacts with School Administrators

Personal visits were made to the surrounding schools to inform them of CIOEDC and to personally invite them and their staff to attend one of the conferences. The administrators visited included:

Chaney-Monge Monge Junior High	Mr. Earl Petersen, Principal
Fairmont Fairmont Junior High Fairmont Elementary A. F. Hill	Mr. John Witkowski, Principal Mr. Davis L. McFadden, Principal
Laraway Laraway	Mr. Ronald Ludeman, Principal
Ludwig-Reed-Walsh Ludwig Walsh	Mr. Munson, Guidance Counselor Mr. Robert Wolfer, Principal
New Lenox Oakview Junior High Haines Haven Cherry Hill Schmuhl	Mr. Robert Jenkins, Principal Mr. William Manis, Principal Mr. Jerrold Karns, Principal

Plainfield
Grand Prairie

Mr. Howard Saar, Principal

Richland
Richland

Mr. Michael Kulig, Superintendent

Rockdale
Rockdale

Mr. John Libertore, Principal

Taft
Taft

Mr. James D'Amico, Assistant Superintendent

Troy
Troy Junior High
Troy-Cronin
Troy-Craughwell

Mr. William Sparlin, Principal
Mr. William Laken, Principal
Mr. Thomas Staley, Principal

Union
Union

Mrs. Joan Geissler, Superintendent

Valley View
North View
Brook View

Dr. William Blatnik, Principal
Mr. John Tibbott, Principal

Visitors in Addition to Conference Participants

Numerous people visited one or more of the CIOEDC activities at times other than the conferences. For the most part, these were groups of educators including superintendents, curriculum directors, department chairmen, principals, teachers and some community advisory board members.

Illinois cities represented include:

Rockfalls

Wilmington

LaGrange

Decatur

Wheaton

Lockport

Crystal Lake

Glen Ellyn

Chicago

Park Forest

Sycamore

Brookfield

Rockford

Berwyn

Dekalb

Morris

Normal

Mokena

Schaumburg

Minooka

Kankakee

Champaign/Urbana

Yorkville

Other states include:

California

Indiana

Oregon

Ohio

Other countries:

Canada

The True Vine Church of God in Christ held their state retreat in Joliet, with over 300 in attendance. Project staff were invited to participate in the program, explaining the activities associated with CIOEDC. The Coordinator of Cooperative Education of District 204 and an ICE teacher also participated.

Two staff members of Stan Hirson Productions, Inc., New York, New York, who filmed a documentary of career education for American Telephone and Telegraph, visited the CIOEDC staff and some of the activities to determine their appropriateness for the film. Project staff planned an itinerary that included classroom visits, discussions with participating community people, and interviews with students, teachers and administrators.

A team of people from the University of Illinois met with several staff making preparations and filming several people and activities associated with CIOEDC. These include: English classes integrating career education, a WECEP Class in action, a science teacher who received a SIVE grant to develop slide/tapes on applied science careers, and nucleonics teachers.

Congressman George O'Brien and two of his staff members spent a day visiting CIOEDC activities. They talked with teachers in WECEP and some who were involved in SIVE Projects in addition to visiting classes at Central High School and Jefferson Elementary School.

Demonstration Conferences

Four two and one half day conferences were held in which all visitors had the opportunity to observe the exemplary activities in a natural setting and talk with the people directly involved with the respective activities. Each of the conferences were identical. The first evening started the conference with an eminent keynote speaker. During the day, conference participants were given overviews of activities through synchronized slide/tape presentations, and presentations by school administrators, teachers, counselors, community people and state consultants.

The following lists the number of participants:

October		
Speaker		Number of Participants
Dr. Chester Dugger	Banquet	57
Director of Curriculum	Conference	37
Peoria Public School	Total	86
February		
Dr. Larry Bailey	Banquet	88
Professor, Southern Illinois	Conference	158
University, Carbondale, Illinois	Total	201
March		
Dr. Walter Wernick	Banquet	58
Professor, Northern Illinois	Conference	155
University, Dekalb, Illinois	Total	176
May		
Roy Lewis	Banquet	66
Assistant Dean, Hamburger	Conference	99
University, McDonald's Corporation	Total	140
Oakbrook, Illinois		

	Number of Participants
Grand Total	
Banquet	269
Conference	449
Total	603

Out of State Conference Participants

Boulder, Colorado	Bristol, Connecticut
Frankfort, Indiana	Gary, Indiana
Indianapolis, Indiana	Fort Thomas, Kentucky
Louisville, Kentucky	Lansing, Michigan
Mason, Michigan	Stanton, Michigan
Minneapolis, Minnesota	White Bear Lake, Minnesota
Hazelwood, Missouri	Billings, Montana
Harrisburg, Pennsylvania	Fort Worth, Texas
Washington, D. C.	Wauwatosa, Wisconsin

There were 12 different states with various cities represented having more than 1 attendee.

Letters of Inquiry

During 1974-75 inquiries were received from 33 states. The following states are represented:

Oregon	Florida
Kentucky	South Dakota
Missouri	Alabama
Arizona	Louisiana
Iowa	Washington
California	Indiana
Washington, D. C.	West Virginia

Wisconsin

Utah

Ohio

Pennsylvania

Montana

New York

Wyoming

Georgia

Minnesota

Massachusetts

New Jersey

Michigan

Illinois

Mississippi

Kansas

New Hampshire

Colorado

Connecticut

Most of the inquiries have, naturally, come from educational institutions. These include elementary and secondary schools as well as community colleges, vocational schools, and universities from across the nation. However, other organizations and institutions also wanted more information. Some of these include:

A local Chamber of Commerce in Wyoming

College of Agriculture, Montana State University

Department of Corrections in Illinois

U. S. Army Disciplinary Barracks, Fort Leavenworth, Kansas

National Industry Education and Labor Relations Council

National PTA

Department of the Navy

Director of Farm Foundation, Chicago, Illinois

Independent School Association in Illinois

During 1975-76, inquiries were received from the following cities across the nation:

Denver, Colorado

Davenport, Iowa

Falls Church, Virginia

Nutley, New Jersey

Menomonie, Wisconsin
San Diego, California
Bettendorf, Iowa
Montgomery, Alabama
Hazelwood, Missouri
Mason, Michigan
Norwalk, California
Eugene, Oregon
Rapid City, South Dakota
St. Louis, Missouri
Beaver Dam, Wisconsin
Columbus, Ohio
North Hollywood, California
Riverside, California
Hartford, Connecticut
Bradenton, Florida
Atlanta, Georgia
Grinnell, Iowa
Baton Rouge, Louisiana
Marblehead, Massachusetts
Billerica, Massachusetts
Springfield, Massachusetts
Wyoming, Michigan
Detroit, Michigan
Lansing, Michigan
Jackson, Michigan
St. Paul, Minnesota

Springfield, Oregon
Oak Lawn, Iowa
Fort Worth, Texas
Rhineland, Wisconsin
Morgantown, West Virginia
Grand Rapids, Michigan
Portland, Oregon
Colfax, Wisconsin
Ann Arbor, Michigan
Cleveland, Ohio
Fort Leavenworth, Kansas
Tempe, Arizona
Citrus Heights, California
Greeley, Colorado
Tallahassee, Florida
West Palm Beach, Florida
Griffith, Indiana
Colby, Kansas
Salem, Massachusetts
Chelmsford, Massachusetts
Fall River, Massachusetts
Bay City, Michigan
Madison Heights, Michigan
Attica, Michigan
Clio, Michigan
Albany, Minnesota
Kirkwood, Missouri

Philadelphia, Mississippi
Lee's Summit, Missouri
Hillsboro, New Hampshire
Glassboro, New Jersey
New York, New York
Hewlett, New York
Stow, Ohio
Richboro, Pennsylvania
Salt Lake City, Utah
Petersburg, West Virginia
Wausau, Wisconsin
Green Bay, Wisconsin
Colfax, Wisconsin
Afton, Wyoming

Englewood, Colorado
Gorham, New Hampshire
Trenton, New Jersey
Ithaca, New York
Corning, New York
Pittsburgh, Pennsylvania
Newtown, Pennsylvania
Washington, D. C.
Arlington, Virginia
Milwaukee, Wisconsin
Racine, Wisconsin
Seattle, Washington
LaCrosse, Wisconsin

EVALUATION PROCEDURES

Evaluation was an integral part of the Demonstration Center in Joliet. External, third-party evaluations were conducted by the Educational Management Services, Inc. Dr. Fred McCormick, senior consultant for EMS, visited Joliet numerous times for both planning and executing an evaluation design. CIOEDC Project staff provided considerable input in revising and developing the Field Research Questionnaires which were administered to all staff in District 86 and 204. In addition, EMS worked jointly with local staff to develop and administer evaluation instruments pertinent to WECEO, Project Joliet, Nucleonics, SIVE, CVIS, Preparedness and the overall CIOEDC Project. Dr. McCormick interviewed several administrative/instructional personnel in the three districts to ascertain the strengths and weaknesses of the Project.

. Both formative and summative evaluations were obtained from staff development activities. Self-developed questionnaires and oral feedback provided relevant information for future activities and decisions. Community input and reactions were solicited from existing advisory boards and the Community Liaison Council to the Project. The Goals Conference also provided substantial input. Copies of the Goals Conference and the evaluation summaries were disseminated to interested people and conference participants.

APPENDIX

MANPOWER SURVEY

INTRODUCTION: The purpose of this questionnaire is to gather information from businesses, industries, governmental and professional concerns for use in establishing a local job information bank of the Joliet Area. Please fill in the questionnaire as completely and accurately as possible. The data will be computerized and used by students for career planning purposes.

SPECIAL NOTE: Study the heading of each section. If it is applicable to your organization, please check or fill in the information; if not, proceed to the next section.

PART I

GENERAL INFORMATION

1. Name of the organization: _____

(if a division of an organization, specify division and report only for the division)

2. Local address: _____
 (number) (street)

(town) (county) (zip code)

3. Telephone: _____
(area code)

4. Name of person completing this form: _____

5. Position or title: _____

6. Contact person for employment: _____

7. Local president or chief administrator: _____

8. Please check the space opposite the description which best identifies the primary activity of your business. Check more than one if needed.

<input type="checkbox"/> Agricultural Service	<input type="checkbox"/> Durable Manufacturing
<input type="checkbox"/> Art, Communications and Advertising	<input type="checkbox"/> Non-Durable Manufacturing
<input type="checkbox"/> Auto Service	<input type="checkbox"/> Governmental-Federal, State, and Local
<input type="checkbox"/> Bank and Finance	<input type="checkbox"/> Hotel and Motel
<input type="checkbox"/> Construction	<input type="checkbox"/> Insurance
<input type="checkbox"/> Education	<input type="checkbox"/> Real Estate
<input type="checkbox"/> Entertainment and Recreation	<input type="checkbox"/> Service (other than auto)
<input type="checkbox"/> Food, Dairy, Drink (Retail)	<input type="checkbox"/> Transportation
<input type="checkbox"/> Retail-other than food, dairy, drink	<input type="checkbox"/> Utilities
<input type="checkbox"/> Health, Hospital, Medical and Dental	<input type="checkbox"/> Wholesaling
<input type="checkbox"/> Professional-other than medical and dental	<input type="checkbox"/> Others (write in below)
<input type="checkbox"/> Social Service	_____

9. Please describe the primary activity, service or product of your business:

10. Is beginning employment fixed to entry level positions? If so please indicate what positions?

11. Are your minimum educational and experience requirements fixed?

59

12. Number of employees in your company_____.

NAME: _____

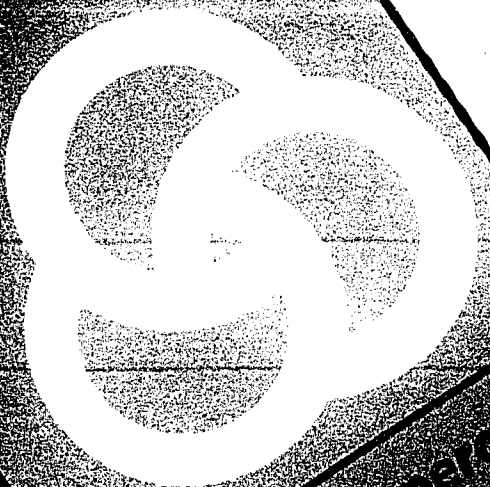
COMPANY NAME: _____

ADDRESS: _____

SURVEY WORD QUESTIONS

1. Would your company be interested in participating in any or all of the following ways? (Please check)
 - ☐ Have people from your company come to the classroom to talk to students about their jobs.
 - ☐ Encourage planned visits by groups of students to your company to help give them a realistic look at the world of work.
 - ☐ Lending or giving the schools teaching materials; such as brochures, films, or sample products for classroom use.
 - ☐ Provide work experience for High School and/or Junior College students.
2. Would your company like to receive feedback on the use of the survey?
 - ☐ YES
 - ☐ NO
3. Does your company offer on-the-job training or apprenticeship programs?
 - ☐ YES
 - ☐ NO
4. Does your company provide any scholarship or financial aid for educational purposes, including tuition refunds?
 - ☐ YES
 - ☐ NO
5. At your option and only when a job opening arises, would your company be interested in using a companion job referral system now being considered?
 - ☐ YES
 - ☐ NO
 - ☐ Need more information
6. How can the schools better prepare the students for the work force?
7. What does an employer look for in a potential employee?

AVERAGE NO OF FULL TIME EMPLOYEES (MORE THAN 35 HRS)		AVERAGE NO OF PART TIME EMPLOYEES (LESS THAN 35 HRS)		ENTRY LEVEL SALARY (HOURLY)		ENTRY LEVEL EDUCATION REQUIREMENT		MINIMUM EXPERIENCE REQUIRED		EXPECTED ANNUAL EMPLOYMENT		LOCAL SUPPLY OF QUALIFIED EMPLOYEES		APPROXIMATE ANNUAL TURNOVER OF	
1-5	6-10	1-5	6-10	Less Than \$2.00	\$2.00 - \$3.50	Less Than High School	None	Increase	Scarce	Low					
11-15	16-20	11-15	16-20	\$3.50 - \$5.00	\$5.00 - \$6.50	High School Diploma Or Equivalent	1-2 Years	Same	Adequate	Medium					
Over 20 Approximate #	Over 20 Approximate #	Incentive Pay; Commission, Tonnage, ETC.	Gratuity	1 or 2 Years College	4 Year College	Advanced Degree	3 or More Years	Decrease	Surplus						
				Special Training	Other Than College	Special Requirement (License)	Usually Filled By Internal Promotion								



GOALS

What cooperative actions need to be taken between schools and community to prepare citizens for work and leisure time?

comprehensive Illinois
occupational education
demonstration center
Joliet Elementary Schools District 86
Joliet Township High Schools District 204
Joliet Junior College District 223

THE COMPREHENSIVE ILLINOIS OCCUPATIONAL
EDUCATION DEMONSTRATION CENTER
GOALS SETTING CONFERENCE

October 6, 1975

The Goals Setting Conference on October 6, 1975
was conducted as a part of the Comprehensive Illinois
Occupational Educational Demonstration Center, Site A,
Joliet, Illinois.

CIOEDC DIRECTOR: Tom Boldrey

ASSISTANT DIRECTOR: Kathryn Rees

Conference conducted and
report prepared by
Kathryn C. Rees

ACKNOWLEDGEMENTS

Planning and conducting the Goals Setting Conference and compiling this report was possible through the efforts of many people. It is not possible to list all the names of those who made significant contributions. All input was essential for the above events to be successful. We sincerely thank everyone for their outstanding contributions.

Special acknowledgement should be given to a few people who invested their own time and provided valuable assistance:

Robert O. Colvin, Executive Vice President
Joliet Region Chamber of Commerce

Madeline Garish, CIOEDC Project Secretary

David Jones, Senior Public Participation Planner
Northeastern Illinois Planning Commission

Dwight Davis, Vice President of Instruction
Joliet Junior College

Ronald Batozech, Director of Informational Services
Joliet Township High School

Cover Designed by Kathleen Mihelich

I. INTRODUCTION

The formal mandate of the Demonstration Center has been to develop, implement, and demonstrate fifteen exemplary activities originally developed in cooperation with the Illinois Division of Vocational and Technical Education. By nature of the activities involved, significant outgrowths have occurred. Tangible results have been apparent over the past two years. These include more articulation and greater sharing of resources by all three school districts.

Many of the fifteen programs selected for expansion and demonstration are contingent upon community support and involvement. Support and involvement have been demonstrated over the years in terms of program planning, implementation, and expansion. It is desirable that the CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center), operated by three school districts, should provide the vehicle for representational input from the entire community, regarding career and vocational education. This was accomplished through a formal Goals Setting Conference on October 6, 1975.

Many reasons exist for conducting a conference of this kind. We considered these to be the most important:

- 1) a need to solicit community input in response to a particular question;
- 2) to foster community support for current and future programs;
- 3) to validate current content and development of educational programs;
- 4) to identify unmet needs;
- 5) to ascertain if current or planned programs are responsive to community needs;
- 6) to provide a vehicle for dialogue among all segments of the community.

The Goals Setting Conference brought together a cross section of people to respond to one central question. Its purpose was to obtain consensual agreement on needed actions. These responses were meaningful and came from people with diverse points of view, and different vested interests and backgrounds.

The Goals Setting Conference provided a forum for the ideas, beliefs and concerns of educators, students, parents and the community in general. This document provides a record of the specific recommendations expressed by the conference participants.

Many individuals, groups and organizations have expressed a willingness to work on the implementation phase of the project.

The business community is showing a strong willingness to do their part. The Joliet Region Chamber of Commerce and the Will-Grundy Manufacturers Association have taken the enclosed data under study with a commitment to work with local educational agencies to address the pertinent areas listed in the document.

As various groups work to implement these recommendations, we hope their efforts will reflect the same qualities which were displayed in the conference itself: enthusiasm, excitement and enlightenment.

Together we have drafted the agenda, together we must turn ideas into actions.

II. GOALS SETTING CONFERENCE

In order to insure representational input from a cross section of the community, teachers, and students, 286 letters of invitation were mailed indicating the conference topic, time, and place. Two news articles in the Joliet Herald News and WJRC Community Line Question and Answer Program encouraged participation by those persons who had not received a personal invitation, but who wished to attend. The 131 persons in attendance responded to the question: "What cooperative actions need to be taken between the schools and community to prepare citizens for work and leisure time?"

A. Nominal Group Technique

The Nominal Group Technique was chosen to be used for this Goals Setting Conference. This technique was designed specifically to provide participants the opportunity to express their views in a short, structured period of time.

- . This technique structures the goals setting activity, insuring that all participants have an opportunity to make their wishes known and that a level of consensus is assured with a prioritization of goal outcomes.
- . A large number of staff and community people can have input.
- . The structure of the process reduces communication difficulties.
- . Group concentration is focused directly on the subject matter under consideration and equal participation by all members of the group is possible.
- . A large number of specific ideas that can be used for further discussions, can be generated in a short period of time.
- . The Technique can also accommodate a variable number of participants, from 20 to over 200.

The Nominal Group Technique was developed at the University of Wisconsin in 1968. It has been adopted and modified for wide use by the Northeastern Illinois Planning Commission, (NIPC) which serves six northern Illinois counties, including Cook and Will.

NIPC has extensively used this technique with cities and villages throughout northeastern Illinois. During the last two years, the City of Joliet has utilized this technique to formulate goals statements for the purpose of updating the Joliet City Master Plan and to conduct neighborhood meetings to identify improvements for Community Development in these areas.

Although NIPC also uses public hearings, questionnaires, sample polling, games, simulations, as well as the Delphi Technique to assess needs and formulate goals, they strongly point out that there are specific advantages in using the Nominal Group Technique. This technique, requiring only two to three hours, is much quicker than other methods. The conference format is easily understood by all involved. Visible outcomes or minutes of the meeting are recorded on newsprint. Participants have immediate feedback as to the results of their labor. All the conferees are active participants. Everyone provides input. No individual group may dominate or have greater influence on the results.

B. Conference Format

Conference coordinators assigned all participants to small groups. Each small group of nine to eleven, was proportionately representative of the large group in terms of teachers, students and community. A facilitator was assigned to each group and trained prior to the meeting. The facilitator's function was to record the items identified by the participants, stimulate the discussions and monitor voting. The conference format used the following steps:

- ° Silent Generation of Needed Actions: Participants were asked to individually identify and briefly describe, in writing, those cooperative actions which should be taken between education and the community to prepare students for work and leisure time.
- ° Listing of Needed Actions: During the allotted time period, each group's facilitator listed the participants responses in round-robin fashion until all needed actions were listed.
- ° Serial Discussions: The proposed actions were discussed and clarified within each nominal group.
- ° First Vote: Each nominal group voted on its list of needed actions to collectively determine the five most important ones. This was accomplished by having each participant select five actions among those cited by his group and then ranking them. To rank the five actions chosen, a rating of five points was assigned for the most important action, four points for more important, three points for important, two points for less important, and one point for least important. Group priorities were established by taking the sum of the individual votes.
- ° Discussion of Voting: The nominal group participants discussed the results of the voting, during which time members of the group were given the opportunity to reconsider their positions. This was a period for lobbying and advocacy.
- ° Second Group Voting: After discussion, group members voted again on the total list of needed actions to determine the five most important actions and their final priority.

III. CONFERENCE RESULTS

The following conference results are unaltered group outcome statements. These have been placed into general categories for the sake of review. Asterisks (*) beside a statement indicates programs currently being implemented either in part or in total. Many statements are similar in nature or overlap, indicating general directions the conference participants felt important.

A. School and Community Joint Efforts

1. Effective Communication between the Community and Schools

A need for a two-way communication system was generally expressed by every group in one way or another. This was seen as the sine qua non of any community-educational activity, if the two were to work together. There were feelings expressed that not only must schools open their doors to the community, but business must open their doors to schools.

a. Specific actions by schools:

- (1) Improve or create a dialogue between industry and education to develop long range goals and planning related to employment demands.
- (2) Combine educational and community efforts to develop priority needs through the use of the following:
 - . Additional Goals Conferences
 - . Group encounters and discussion groups
 - *. Advisory committees to all educational areas
 - *. Community visits for students and teachers
- *(3) Develop a resource bank to be updated, informing the community and educational system as to current employment changes allowing time to update school curriculum.

- *(4) Establish advisory boards comprised of school and community people.
- (5) Conduct workshops for students, teachers, and business leaders to discuss extra-curricular activities and problems.
- (6) Provide stimulation of community interest and action through subsequent goals setting conferences.
- (7) Establish a steering committee between school and community.
- (8) Exchange business and school personnel to become aware of mutual functions and needs.
- (9) Provide discussion group encounters between schools and community and schools to foster better communication.

2. Community Input

A general identified trend was that in order to make the educational process meaningful, community input was vital. It is essential that more meaningful interaction between the community and schools be established.

a. Specific actions by community and schools:

- (1) Schedule periodic reassessment of Community Goals to meet needs, including programs and operations.
- (2) Set up an advisory council supervising curriculum development in the school, made of parents, business persons and educators from the community.
- (3) Establish joint planning committee to consider present and future needs.
- *(4) Establish community advisory groups to school administrators.

B. Efforts by Local Educational Institutions

1. Curriculum content

In establishing needed actions in the area of curriculum, the groups

overwhelmingly identified a need for career education and placed strong emphasis on the use of community resources by educators. A need for basic skills and stronger discipline was also identified as well as an understanding of governmental functions.

a. Career Education

Strong emphasis was placed on the need for students learning fundamental career development concepts and positive attitudes about work. By making career education an integral part of curriculum, students become acquainted with the realistic demands of the working world and labor market.

This may help prevent students being directed into or trained for obsolete jobs in terms of demand vs. surplus.

1. Specific actions by schools

- (a) Help students make career-decisions by making career education a required subject.
- *(b) Provide career exploration and work experience as part of the educational program.
- (c) Design a curriculum based on the direction of the labor market.
- *(d) Expose young children to career development concepts.
- (e) Inform individuals of the types of careers that are in demand through:
 - *. Career centers located in each school (all levels)
 - *. Offering career information provided by Computerized Vocational Information System including current updating of local manpower needs.

(f) Provide realistic career preparedness by providing students the opportunity to:

- *. experience different jobs/careers on trial basis
- *. gain on-the-job training
- *. participate in field trips at all levels to expose students to the world of work

b. Use of community resources

It was evident to and emphasized by educators, community people and students alike, that there is a wealth of resources available in the community which should be utilized by educators to interject realism into curriculum and reduce educational costs. These included the use of local business, industry, government, senior citizens or service groups as guest speakers or as field trip sites. There were a total of five different additional statements indicating that "schools should use community resources." Job stations for students were also viewed as community resources.

1. Specific actions by schools:

- *(a) Use community resources. (There were an additional five statements indicating the same).
- *(b) Use community people to discuss career questions.
- *(c) Use resource people, (retirees, fraternal and service organizations and non-certified practitioners) as sources and disseminators of ideas and as a work pool on a continuing basis.
- (d) Increase flexibility and expansion of cooperative education programs including training without pay.
- (e) Provide students internships (such as Junior Achievement or Cadet Program)

- (f) Provide more realistic approach to world of work through:
 - . more detailed job analysis
 - . apprenticeships
 - . shared evaluation between industry and educators
- *(g) Utilize resource people in the classroom to enhance school curriculum and establish realistic views of the world of work and job qualifications.
- (h) Introduce all students to the world of work through more actual encounter, by more visitation to business whether the student is college directed or not.
- *(i) Increase group visitation with hands on experience.

c. Basic academic skills and discipline

In the area of curriculum development, emphasis was clearly placed on the need for career education and the use of community resources. There were statements dealing with a need for greater discipline in the schools and the teaching of the 3 R's. It was felt by some that the large number of illiterate people in our community added to the problems of unemployment and poor use of leisure time. A stronger need for basic education as well as more training in human relations was emphasized.

1. Specific actions by schools:

- (a) Be sure students learn the 3 R's and are not passed on to the next grade.
- *(b) Emphasize the 3 R's and coping with people and problems.
- *(c) Teach every citizen to read.
- *(d) Insure that students communicate well in writing and speech
 - . Basic education is very important

- . Develop intelligence and lively imagination
- . Articulate in speech and writing

*(e) Search out native talents of individuals and allow for more individualized skill development.

d. Function of government. There were two statements regarding government. The feeling was that a better knowledge of how local government functioned would increase work and leisure opportunities. There should be a stress on voting. Government and the world of work were seen as being related. Students should attend local government meetings with possible franchise rights.

Specific actions by schools:

(1) Place a greater stress on educating people about their local government.

*(2) Increase students awareness of how government runs.

2. Staff Development

The basic thrust of this area dealt with the need to acquaint teachers with the community and the world of work. Because teachers are preparing students to enter and work in their community, teachers must have a realistic view of the community's needs. Because the bulk of this task has always been left to the teacher, it is essential that educational personnel get into the community. It was also felt that guidance staff should have more awareness of world of work areas instead of only colleges and universities. There was an indication that perhaps teachers should be given credit for work experience as experience as well as college work.

a. Specific actions by schools:

(1) Develop a greater teacher awareness of community need.

- (2) Allow school personnel to get out into the community to find out what's really going on.
- (3) Encourage teachers to come out of the classroom into the world of work.
- (4) Have guidance staff as aware of the world of work as colleges.

3. Administration

Administration functions dealt primarily with streamlining efficiency in terms of resources and the provision of alternative education and program flexibility to meet student needs.

a. Specific actions by schools:

- (1) Involve students at all levels of planning.
- *(2) Establish a department in school to implement and publicize needed cooperative actions between school and community.
- *(3) Unify school efforts in terms of collectively working together for more efficiency.
- (4) Provide alternative education - establish a non graded (A,B,C,D,F) educational system. (Felt that schools were based on middle-class values and left out other segments of the population.)
- (5) Provide drop-in schools for work and leisure time - schools should be open anytime for anyone.
- (6) Allow the flexibility to teach students to adapt to a world of rapid change.
- (7) Better utilize educational facilities through coordination of educational administration at governing boards.

b. Specific actions by schools and community:

- *(1) Develop more cooperative interest between taxing bodies and community organizations.

4. Parental Involvement

Concern was expressed that parents should be more involved with the total students, not just home life. Parents should be aware of course and program offerings, career planning, and discipline.

a. Specific actions by schools and community:

- (1) Education and community should establish programs to educate parents to needs of students for success.
- (2) There should be more parent participation for the total student.
- (3) Schools should allow parents to critique classes.

C. Efforts by the Business Community

There was a strong feeling on the part of all that the business community must become more involved in the educational process. One group felt that the people involved in business were often the first to realize where new trends are, and that it would be helpful if they would relay this information to educators so that school programs and courses could be kept up to date. All felt that educators needed more input and cooperation from business. More cooperative education work programs and projects, such as Project JOLIET, would benefit all students. A general concern was felt that businesses needed to open a greater variety of jobs or work stations to participating students. One group also indicated that many of the cooperative education training programs were not providing students with enough in regards to direction, goals or sense of accomplishment.

a. Specific actions by the business community:

- (1) There should be total community involvement in programs.
- *(2) There should be more business involvement in education.
- *(3) Have businessmen make their resource more available to educators.
- *(4) Better prepare students by providing more opportunities for on-the-job training.
- (5) Develop concrete objectives and goals for co-op work experience.
- (6) Business must forecast its needs to educators eight years in advance.
- (7) Develop community groups in the areas of art, drama and music sponsored by business (for all ages).
- (8) Business should make an active attempt to encourage teachers to visit business in order that they better understand the business world.

C. Student Focus

1. Marketable Skills

The general trend in this category indicated that schools should provide practical, real world experiences for students which would equip them with marketable skills. Inherent in this feeling was that there were too many students receiving High School diplomas who had no special skills which would enhance their employability, including collegebound students. More effective counseling was indicated as a means of helping students see the need for job preparation and entering into some career upon leaving the educational system. It was noted by one group, that having competence in a career also included such things as character development and community responsibility.

a. Specific actions by schools:

- (1) Provide the substructure for competence in a career.
- (2) Insist that all students leaving school are employable.

2. Personal Growth

Although there was a great concern and emphasis on the development of a student as a whole person, it was recognized that this was indeed a difficult realm in which to generate specific actions. Inherent in the general trend was the importance of students developing personal skills such as how to effectively present themselves or to realistically assess their own strengths and weaknesses. It was important to recognize individual needs, feel positive self worth, to develop individuality and a pride in workmanship. Effective decision-making was listed as a key skill. It was virtually impossible to determine from the statements exactly who should be responsible for teaching students all these things -- the schools, the community, or both.

a. Specific actions:

- (1) Help students become a whole person.
- (2) Personal growth - create opportunities to develop trusting relationships, personal responsibility, self awareness, and interpersonal communications.
- (3) Help prepare students to deal with the real problems of life.
- *(4) Develop self-awareness and self-evaluation skills at all ages.
- (5) Understand changes in our social values.
- *(6) Develop skills in problem awareness, weighing alternatives and decision-making.

- (7) Students should become responsible at work and on-the-job in terms of following rules and getting to work on time.

b. Specific actions by schools:

- (1) Have self awareness and life planning programs from elementary schools on through.
- *(2) Curriculum should provide understanding of one's fellow-man.

IV. RECOMMENDATIONS:

The preceeding section was, simply, a categorized, unedited presentation of the top five priority statements as voted by the small groups in the Goals Setting Conference. It is intended that review by school districts and community persons alike will result in specific action plans to attain those goals which may be realistically obtained within the parameters of time, fiscal constraints, and general School Board policy, yet still remain in keeping with the intent and spirit of the Goals Setting Conference (see page 1). The following are recommendations of the CIOEDC staff and other administrators from all three districts.

- A. The CIOEDC Steering Committee should be maintained after June 30, 1976 as a Tri-District body with continued focus on inter-district articulation.
- B. The existing CIOEDC Steering Committee should assume responsibility for insuring that the concerns expressed in the goals setting conference be examined as a unified Tri-District effort. This will be accomplished by the following structure:

- 1. Appointment of Goal Conference Task Force to undertake the study of the goals statements and supervise the development of action plans.

Purpose: This task force will coordinate and report on the work of three separate task force groups working in Districts 86, 204, and 525 to analyze the results of the CIOEDC Goals Conferences.

Membership: The task force will consist of six members with the CIOEDC staff serving as ex-officio members. Of the six, three will be community representatives and three school representatives. Each district will choose one community representative and one school representative. All will have attended the Goals Setting Conference.

2. Appointment of District Task Forces.

Purpose: A task force will be established at each of the districts to complete the "Goal Analysis Form" and report the same to the Goal Conference Task Force.

Membership: Each of the three task forces will have ten members. The co-chairpersons will be a community and school representative from the Goal Conference Task Force. In addition, each task force will have four community representatives and four school representatives. All will have attended the Goals Setting Conference.

3. The Districts' Chief Administrative Officer and School Boards will review their approved task force reports before submission to the Goals Conference Task Force.
4. The District Task Force reports will be submitted to the Goals Conference Task Force, after which the Goals Conference Task Force will complete a composite report to be submitted to the CIOEDC Steering Committee for approval.
5. This composite report will then be referred to the Chief School Administrators and School Boards of all three districts for approval and implementation.
6. The Goals Conference Task Force will distribute copies of the approved recommendations and action plans to such organizations as PTA's, teacher's unions, school boards, school administrators, teachers, Chamber of Commerce, Will-Grundy Manufacturers Association, and other interested groups for review.
7. This Goals Conference Task Force will maintain contact with the above organizations who have available resources and the interest in jointly implementing the approved action plans.

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>I. EFFECTIVE COMMUNICATION BETWEEN THE COMMUNITY AND SCHOOLS.</p> <p>A. Improve a dialogue between industry and education to develop long range goals and planning related to employment demands.</p> <p>1. Set up advisory councils on curriculum development in the school made of parents, business persons, and education from the community.</p> <p>2. Provide a more realistic approach to the world of work through more detailed job analysis and shared evaluation between industry and educators.</p> <p>B. Combine educational and community efforts to identify and develop priority needs.</p> <p>C. Develop a resource bank to be updated informing the community and educational system about current employment changes allowing time to update school curriculum.</p>						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>D. Provide a structured program for on-going interaction between persons representative of the community at large, and school personnel</p> <p>1. Conduct workshops for students, teachers, and business leaders to discuss extra-curricular activities and problems.</p> <p>2. Provide stimulation of community interest and action through subsequent goals setting conferences.</p> <p>3. Establish a joint planning committee to consider present and future needs.</p> <p>4. Provide discussion group encounters between school and community.</p> <p>E. Exchange business and school personnel to become aware of mutual functions and needs.</p> <p>F. Establish programs to educate the parents as to the needs of their youngsters and the operation of the</p>						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
school system.						
II. CURRICULUM CONTENT A. Provide career exploration and/or work experience as part of the educational program. 1. Help students make career decisions by making career education a required subject. 2. Inform individuals of the types of careers that are in demand through career centers located in each school (all levels), and offer career information provided by Computerized Vocational Information System, including current updating of local manpower needs. 3. Provide realistic career preparedness by providing students the opportunity to experience different jobs/careers on trial basis, gain on-the-job						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>training, and participate in field trips at all levels to expose students to the world of work.</p> <p>4. Increase flexibility and expansion of cooperative education programs including training without pay, internships and apprenticeships.</p> <p>5. Utilize resource people in the classroom to enhance school curriculum and establish realistic views of the world of work and job qualifications.</p> <p>6. Introduce all students to the world of work through more actual encounter, by more visitation to business whether the student is college directed or not.</p> <p>7. Increase student group visitation to industries with "hands on experience."</p> <p>8. Use resource people, (retires, fraternal and service organizations and</p>						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>non-certified practitioners as sources and disseminators of ideas, and as a work pool on a continuing basis.</p> <p>9. Have businessmen make their resources more available to educators.</p> <p>10. Develop concrete objectives and goals for co-op work experience.</p> <p>B. Provide basic academic skills and discipline.</p> <p>C. Search out native talents of individuals and allow for more individualized skill development.</p> <p>D. Increase students' awareness of how government runs, particularly local government.</p> <p>E. Personal growth - create opportunities to develop trusting relationships, personal responsibility, self awareness, and interpersonal communications.</p> <p>F. Develop self-awareness and</p>						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>self evaluation skills at all ages.</p> <p>G. Develop skills in problem awareness, weighing alternatives and decision-making.</p>						
<p>III. <u>STAFF DEVELOPMENT WITHIN SCHOOLS</u></p> <p>A. Develop a greater teacher awareness of community need and encourage and allow teachers to come out of the classroom into the world of work.</p> <p>B. Have guidance staff as aware of the world of work as colleges.</p> <p>C. Business should make an active attempt to encourage teachers to visit business.</p>						
<p>IV. <u>ADMINISTRATION</u></p> <p>A. Involve students at all levels of planning.</p> <p>B. Establish a department in school to implement and</p>						

GOAL ANALYSIS FORM

AREAS OF COMMUNITY CONCERN RAISED IN GOAL CONFERENCE	ACTIVITIES NOW UNDERWAY	ACTIVITIES THAT COULD BE INITIATED	TIMETABLE FOR INITIATION			COMMUNITY RESOURCES NEEDED
			0-2 Yr.	2-4 Yr.	4 or more Yr.	
<p>publicize needed cooperative actions between school and community.</p> <p>C. Provide drop-in schools for work and leisure time - schools open anytime for anyone.</p> <p>D. Better utilize educational facilities through coordination of educational administration at governing boards.</p>						

APPENDIX

More than 100 invited to take part school goals conference Monday

More than 100 persons comprising a cross-section of the community have been invited to participate in a goals conference sponsored by three local school districts at 7 p.m. Monday at Joliet West High School.

Improving joint programs in career education is the goal of the effort to obtain community input by Joliet Township High Schools, Joliet Grade Schools and Joliet Junior College.

Participants will include mem-

bers of school advisory boards, ethnic and minority groups, PTAs, business and industry, students, teachers and blue collar workers.

They will be divided into groups of at least eight persons each and will focus on a specific issue. Conclusions reached by each group will then be tied into a total package from which goals for the school districts will be established. Participants will be voting on what actions they feel are needed to improve career awareness for grades

K through junior college. A unified effort is desired to prepare students of all ages for the realities of the working world.

"We really want our programs to be responsive to the goals they identify as important," said Kathy Rees, assistant director of the schools' Career Demonstration Center. "This is a real, first step forward to assure there is public participation and a unified direction for school districts involved," she added.

School officials seek input from community in goals study

A cross section of the community, including students and blue collar workers, have been invited to a goals conference sponsored by the three local school districts.

School officials hope to use community input to improve joint programs in career education. A unified effort is desired to prepare students of all ages for the realities of the working world.

Joliet Township High Schools, Joliet Grade Schools and Joliet Junior College are sponsoring the Oct. 6 conference at the Joliet West Campus.

More than 100 persons are expected to attend and gather in small discussion groups for about 2½ hours to focus on a particular question on career education.

Participants will include members of school advisory boards, ethnic and minority groups, PTA's, civic groups, government bodies, business and industry, students, teachers, and blue collar workers.

Each will be asked to discuss what they feel is needed to best prepare students for the working world—what do students need to fit into a job-oriented society?

"We really want our programs to be responsive to the goals they identify as important," stressed Kathy Rees, assistant director of the schools' Career Demonstration Center.

"This is a real, first step forward to assure there is public participation and a unified direction for school districts involved," she added.

The conference is not designed to be a complaint session. Participants will be divided into groups of at least eight and will focus on a specific issue.

Conclusions reached by each group will then be tied into a total package from which goals for the school districts will be established.

Participants will be voting on what actions they feel are needed to improve career awareness for grades K through junior college.

This is the first time the three school districts have tried to develop a framework for career education on this scale, Ms. Rees said.

She underlined the importance of the conference with the following points:

—A program developed around the cooperative efforts of all three districts will mean a more efficient use of resources available.

—The traditional ties of school districts and the variety of advisory boards will be tied together into a single package.

—Community input becomes a real factor in determining the career education goals of the school districts.

The end product of the goals conference will be put in writing and distributed to school administrators for implementation.

Ms. Rees said public participation is essential to the success of the conference, but persons are asked not to attend the conference without calling her office.

Persons who feel they have worthwhile ideas to contribute, but were not invited to the conference, should contact Ms. Rees at the Central Campus at 727-6988.

Citizen voice urged in public institutions

BY MEG FLETCHER
Herald-News Writer

The trend toward active involvement of consumers in product evaluation and goal setting is expanding to new commodities—public institutions.

In the past, the voice of an average citizen was generally heard only if he spoke out at a meeting, cast his ballot in an election or served on an advisory board.

But area planners are finding it necessary and worthwhile to involve more average citizens in setting goals, determining priorities and evaluating programs.

The federal government requires citizen participation in some grant programs and planners committed to pluralism want it so they can best serve the public, explained David Jones, a senior public participation planner for the Northeastern Illinois Planning Commission (NIPC).

Citizen participation also helps build a constituency that can support a program once it is implemented, Jones added.

Working with citizen groups, waiting for them to get organized and decide where they stand on an issue is time-consuming, said Frank Albert, Joliet's community development director. "However, citizen involvement in a program—I can say from experience—guarantees a much higher degree of success of the program," he said. "There is less wheel spinning."

"A lot of people waste a lot of time preparing plans

and programs in ignorance of what people in the community want," Albert said.

"I see a planner's role as being a technician," he said. A planner's job should be to present a range of alternatives or to describe the consequences of different actions.

The District Five Task Force in the Hickory Creek area has been "very helpful" in planning, reacting to and running interference for the federal block grant program, Albert said. It continues to operate although federal grant authorities required citizen participation only in the planning process, he added.

Area planners also are using and developing techniques that help the shy to be heard and ideas to be refined through discussion. Jones considers them "a second language."

One of the most popular is the "nominal group technique," which is useful for listing specific ideas when time is limited to a few hours and the persons involved have not met before but have a basic understanding of a topic.

The three public school districts in Joliet used the technique at a joint goals-setting conference Oct. 6 attended by 131 of the cross-section of 286 persons invited.

Participants including housewives, a service station owner, lawyer and community college dean were asked

(Continued on Page 3)

Citizen voice urged in public institutions

(Continued from Page 1)

to respond to the question: "What cooperative actions need to be taken between the schools and community to prepare citizens for work and leisure time?"

They were broken into 10-member nominal groups with a trained moderator who lead them through a structured series of activities—individually listing needed actions, group listing of needed actions, serial discussions, first vote on the five most important needs and a discussion of voting with lobbying and advocacy. The large group then reformed for a vote on the total list of needed actions to determine the five most important actions and their final priority.

"We feel this particular program is an outgrowth of what our philosophy has been all along," said Kathryn Rees, assistant director of the Comprehensive Illinois Occupational Education Demonstration Center (CIOEOC). The 2½-year competitive grant was awarded to bridge the gap between the development of innovative career programs and their implementation in kindergarten through junior college classes, said Director Tom Boldrey.

Robert Dunn, an industrial personnel supervisor who participated, described the technique as "a useful gimmick." He said, "It allowed people's opinions to be analyzed and aired without hard feelings."

His initial reaction to the session was negative because he hadn't realized the session would require that much work and wasn't sure the results would be worthwhile, Dunn said. Although he afterwards found it personally satisfying, the meaningfulness of rating goals remains to be seen, he said. "It depends upon what they do with it. I think they should do a lot."

Ms. Rees said the CIOEDC Steering Committee last week received a report on the session and approved establishing steps for reviewing the public input. The steps culminate with adoption by the school boards and distributing the results to key community groups.

Robert Colvin, executive vice president of the Joliet Region Chamber of Commerce, emphasized the cross section of community members who participated in the project. He said he used in 1969 a similar method developed by the head of Phillips 66 to establish Chamber goals which since have been adopted.

Albert employed the technique in discussions with citizens in the Cathedral area. It was less effective partially because of vocal opponents at public hearings who were concerned about a few specific issues.

Plainfield Planner Carol Dunlap said the technique worked "marvelously" at a goals-setting conference in October. Formalizing the priorities is now under way, she said.

Avon Arbo, who spearheaded the conference, said, "The only questions you could consider as negative are: What is going to happen now? Are they going to do anything?"

"My reaction is—it is a 'we' thing, not a 'they,'" said Arbo, director of business affairs for the school district.



Comprehensive Illinois Occupational Education Demonstration Center

GENERAL ADMINISTRATION

Superintendent, District 86
EDMUND PARPART

Superintendent, District 204
DR. ARTHUR L. BRUNING

President, Joliet Jr. College
DR. HAROLD McANINCH

Director, Ill. D.V.T.E.
SHERWOOD DEES

201 E. JEFFERSON ST.
JOLIET, ILL. 60432
(815) 727-4681
EXT. 221, 259

Demonstration Center
Director
TOM BOLDREY

Community Resource
Coordinator
KATHY REES

On behalf of Joliet's three school districts, I sincerely thank you for your time, effort and input which made the October 6 Goals Setting Conference a most productive session. The success of a conference of this nature depends on the hard work of the participants; we are extremely pleased with the quality of the outcome.

Attached is the raw data resulting from the conference. This will be categorized, analyzed, and compiled into a final report to be used by the school boards and administrators in the planning or expansion of programs. If you wish a copy of this final report, please contact our office after November 15, at 727-6988; we will gladly furnish you one.

Once again, your ideas and participation were greatly appreciated. Feedback from both participants and group leaders indicates a need for future conferences of this nature.

Sincerely yours,

A handwritten signature in cursive script that reads 'Kathryn C. Rees'.

Kathryn C. Rees, Ass't. Director
National Career Demonstration Center

KCR:mg

Joliet

Comprehensive Illinois Occupational Education Demonstration Center

GENERAL ADMINISTRATION

201 E. JEFFERSON ST.
JOLIET, ILL. 60432
(315) 727-4681
EXT. 221, 259

Demonstration Center
Director
TOM BOLDREY

Community Resource
Coordinator
KATHY REES

Superintendent, District 86
EDMUND PARPART

Superintendent, District 204
DR. ARTHUR L. BRUNING

President, Joliet Jr. College
DR. HAROLD McANINCH

Director, Ill. D.V.T.E.
SHERWOOD DEES

September 16, 1975

Dear

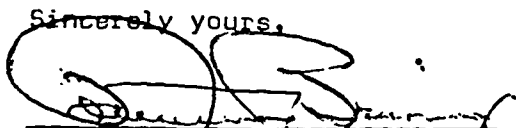
You are invited to participate in a goals setting conference at Joliet Township High School, West Campus, Glenwood and Larkin Avenues, Monday, October 6th at 7:00 P.M.

Joliet's three public school districts, are trying to determine the best ways schools and the community may work together to prepare students of all ages for the realities of the working world. To help achieve this goal, a cross-section of community residents will participate in a 2½ hour conference. A special small group technique will be used which is designed to encourage active dialogue and group participation.

You have been selectively invited to this conference because of a need for the quality public participation that facilitates responsible program planning. Your presence and contribution are important!

Please notify Kathryn Rees at the Career Demonstration Center, 727-6988, whether or not you will be attending. Attached is a general outline of the evening's activities. We will be looking forward to seeing you!

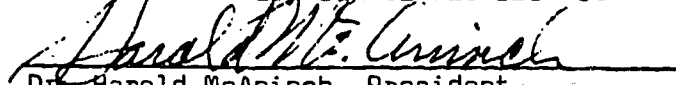
Sincerely yours,



Dr. Arthur L. Bruning, Superintendent
Joliet Township High School District 204



Mr. Edmund Parpart, Superintendent
Joliet Elementary School District 86



Dr. Harold McAninch, President
Joliet Junior College District 525

KCR:mg
Encl.

APPENDIX THREE

GROUP I - Facilitator - Ron Batozech, Director of Informational Services, Dist. 204

Shari Abel - Student

Arlene Albert - Interested Citizen

Bill Reiss - Vice President Commercial Loan Division, Louis Joliet Bank

Mrs. T. G. Aylward - Interested Citizen

Michelle Bank - Student

Mattie Barnes - English Teacher District 204

Walter Zaida - Dean of Student Personnel Services, Joliet Junior College

Betty Berest - Secretary, District 86

GROUP II - Facilitator - Wally Fehst, Assistant City Manager, Joliet

Bill Bishop - Service Station Owner

Mario Vergara - Bi Lingual Teacher, District 204

Sister Borromeo - Adult Education Teacher, St. Francis Academy

Phyllis Odenthall - Interested Citizen

Helen Harshbarger - Member Will County Board of Supervisors

Maynard Boudreau - Dean of Career Education, Joliet Junior College

Cindy Breen - Student

Margaret Brewner - Teacher WECEP Coordinator, District 204

Lawson Rooney - Kalamazoo Ref. Air Conditioning & Heating

GROUP III - Facilitator - Sara O'Brien, Manpower Survey Coordinator

Marianne Carnahan - Home Economics Teacher, District 204

Donna Dunbar - Student

Robert Colvin - Executive Vice President, Joliet Region Chamber of Commerce

Jo Connors - Teacher, Jefferson Elementary School, District 86

Anthony Contos - Drafting Teacher, District 204

Sr. Alicia Burns - Principal, St. Francis Academy

Jim Norris - Vice President, Union National Bank & Trust Company
Member of Board of Education, District 86

GROUP X - Facilitator - Charles Schickner, Consultant, Research & Development Unit,
Division of Adult Vocational and Technical Education, Illinois Office of
Education

Sheri Kropinski - Student

Nancy Schlessner - Infant Education, District 86

Ed Lawson - Director of Operations, Joliet Mass Transit District

Lewis Sehring - President, East Joliet Bank

Margie Lockwood - Education Representative, Illinois Bell Telephone Company

Carol Martin - English Teacher, District 204

Jean Darin - Student, St. Francis Academy

GROUP XI - Facilitator - Pam Wade, Hospitality Center Coordinator, CIOEDC

Dave Manning - Horticulture Teacher, District 204

Mary Loftus - Bi Lingual Teacher, District 204

Bill Jacobs - President, Bill Jacobs Chevrolet

Steven Soverign - Student

James McGuire - Interested Citizen

Beverly E. McNiff - Member Board of Education, District 204

David Jaeger - Counselor, District 204

GROUP XII - Facilitator - Dawn Vetch, Coordinator of Psychiatric Nursing, Institute
of Psychiatry, Northwestern Memorial Hospital

Marsha Mueller - Extension Advisor, University of Illinois, Will County Extension
Service

John Minzing - Executive Vice President, Will-Grundy Mfg. Association

Al Mitchell - Counselor, District 204

Beverly Norris - Reading Consultant, District 86

Lucille Nasenbenny - Administrative Assistant, Dept. of Public Works, City of Joliet

Bill Muller - Student

Mary Nemanich - Distributive Education Coordinator, District 204

Robert Newsome - Interested Citizen

GROUP IV - Facilitator - Russell Hollister, Professor, Governors State University

Carlos DuKay - Bi Lingual Coordinator, District 86

Barry Phillips - Student

Robert Dunn - Personnel Supervisor U. S. Steel

Dr. Carolyn Engers - Counselor, Joliet Junior College

Linda Englert - Teacher, Sheridan Elementary School, District 86

Eleanor Faulstich - Interested Citizen

Thomas Feehan - Attorney

GROUP V - Facilitator - Carol Lang, Ass't. Coordinator of Psychiatric Nursing, Institute of Psychiatry, Northwestern Memorial Hospital

Meg Fletcher - Reporter, Joliet Herald News

Charlyn Fuschen - Extension Advisor, University of Illinois, Will County Extension Serv.

Leo Faulstich - Chief Comptroller, Caterpillar Tractor, Joliet Plant

Bill Odenthall - Dean West Campus District 204

Rodney Gawlik - Social Studies Teacher, District 204

Elmer E. Geissler - Office Manager Keck Electric
Member Board of Education, District 204

Roger Giegerich - Mortician

Ann Harsy - Special Education Teacher, District 204

GROUP VI - Facilitator - Jane Petrek, Director of Title I, District 86

Tom Governale - Student

Marcus Kraker, Jr. - Owner M. Kraker Company

Peggy Haddock - Counselor, District 204

William Harrigan - President, Northeast Homeowners Association

Connie Kozikowski - Math Teacher, District 204

Alice Herron - Supervisor of Women's Programs, Joliet Junior College

Bruce Hansum - Counselor, District 204

GROUP XIII - Facilitator - Richard Osborne, Director of Career Education, Dist. 86

Doug Seivers - Student

Clarice Boswell - Counselor, District 204

Richard Crook - Social Studies Teacher, District 204

Mel Schroeder - Self Employed Businessman
Member Board of Education, District 86

Mary Ann Stubler - Student

Emma Parker - Interested Citizen

Robert Wheeler - Vice President and General Manager, WJRC, Radio Station

Gene Perry - Employee Relations Manager, Mobile Oil Refinery

GROUP XIV - Facilitator - Joe Wright, Reading Coordinator, District 204

Anita Peterson - Coordinator of Elementary Special Education Programs, District 86

Carmen Perry - Interested Citizen

Don Weir - Director of Public Relations, Caterpillar Tractor Company, Joliet Plant

James Phelps - Agriculture Teacher, District 204

Debbie Piercy - Teacher, Keith Elementary School, District 86

Barbara Rakowski - Interested Citizen

Michael Renzetti - Office Manager, The Distillers Company, Ltd.

Rita Kalfas - Chief Consultant for Handicapped & Disadvantaged Special Programs Unit,
Department of Adult, Technical and Vocational Education

GROUP XV - Facilitator - Tom Cawley, Social Worker, Elementary District 86

Karlene Ruthenbeck - Math/Special Ed Teacher, District 204

Raquel Salazar - Student

Dodee Sergeant - Member of the Board of Directors of Will County Unit of Cancer Society

Donald Schelfhout - Maintenance Manager, Rexene-Polymer

Donna Kruck - Special Ed Teacher, District 204

Lee Shaw - Acting Director of Adult Education, District 204

Karl Schroeder - Administrative Assistant, St. Joseph's Hospital

Walter Sharp - Administrative Manager, Plainfield Tool & Engineering, Inc.

GROUP XVI - Facilitator - Mary Ryan, Student Intern, Northeastern Illinois Planning Commission - Combined with GROUP XVII

Willis G. Shay, Director Vocational Education, District 204

Debbie Giegerich - Student

Nancy Sundermeyer - Director of Curriculum District 86

Joseph Palmer - Interested Citizen

Vince McGirr - Distributive Ed Teacher, District 204

Bob Tilton - Manager, Holiday Inn South

Rose Valek - Ass't. Personnel Manager, Weiboldt's

Amerike Warren - Teacher, Eliza Kelly Elementary School, District 86

Douglas Ziech - Attorney

Reverend Isaac Singleton - Pastor, Mt. Zion Baptist Church

Kay Redmond - President, Joliet Area Council PTA

GROUP XVIII - Facilitator - Sandi Corona, Student Intern - Northeastern Illinois Planning Commission

Robin White, Executive Director, Drug Coordination and Information Council

Dave Whitson - Extension Advisor, University of Illinois Will County Extension Serv.

John J. Williams - Industrial Arts Teacher, District 204

Jane Woodham - Special Education Teacher, District 204

Clare Ann Woolard - Ass't. Supt., Will County Education Service Region

Bob Stoner - Chief Psychologist, District 86

GROUP VII - Facilitator - Larry Larson, Supervisor of Continuing Education

Debby Heinzl - Student

Robert Heyse - Manager, Sears Roebuck & Co.

Dr. Dale Lang - Ass't. Supt. of Instructions - District 86

Lucy Hoffman - Teacher, Keith School, District 86

Don Hopkins - Science Teacher, District 204

James A. Horn - Attorney

Don Imig - Region I Director of the Dept. of Adult, Vocational & Tech. Education

GROUP VIII - Facilitator - Dr. Fred McCormick, Senior Consultant - EMS

Jean Heyse - Interested Citizen

Laura Ingersol - Teacher, Forest Park Elementary School, District 86

Bob O'Brien - Chief of Operations & Planning, Will-Grundy Manpower CETA Services

Karen Johnstone - Student

Joyce Yonke - Business Education Teacher - District 204

GROUP IX - Facilitator - Robert Roliardi, Career Education Coord., Grundy Voc. Center

Alice Henderson - Foreign Language Teacher, District 204

Mary Ann Gagliano - Teacher, Kennedy Early Education Program, District 86

Dan Kelly - Voc. Auto Body Teacher, District 204

Father Dismos Kalcic - VP College of St. Francis

Daniel L. Kennedy - Attorney

Dorothy Henderson - Counselor, Children & Family Services

Bill Glasscock - Farmer

Irene Grabavoy - Grabavoy Bakeries
Member Board of Education, District 204

APPENDIX FOUR

SMALL GROUP PRIORITIES

GROUP 1

- A. Demonstrate the need for work in terms of job satisfaction, self satisfaction, etc.
- B. Help students make career decisions by making career education a required subject.
- C. Business must forecast its needs to educators 8 years in advance.
- D. Help prepare students to deal with the real problems of life.
- E. Better prepare students by providing more opportunities for on-the-job training.

GROUP 2

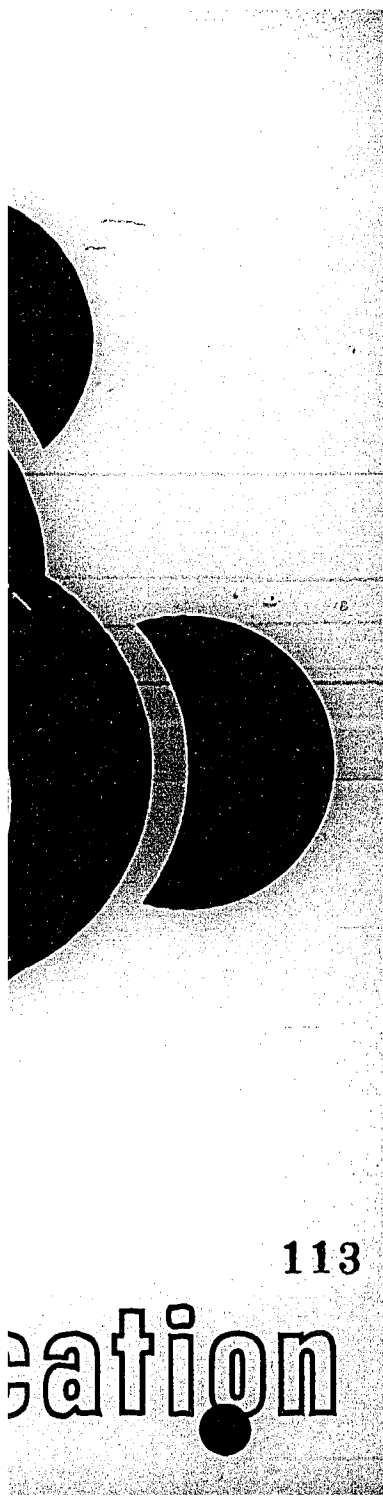
- A. Greater teacher awareness of the needs of the community.
- B. Use of all community services for work and leisure opportunities.
- C. Every citizen should be able to read.
- D. There should be a greater stress placed on educating people, about their local government.
- E. More cooperative goals setting meetings involving cross-section of community to develop concrete objectives and goals for a cooperative education work experience which will directly benefit students.

GROUP 3

- A. Have businesses make their resources more available to educators.
- B. More businesses involvement in education.
- C. Businesses assist in the validation of education.



Innovations in Educ



113

ation

in Joliet, Illinois

Exemplary career and vocational education activities originally developed in cooperation with the Illinois Division of Vocational and Technical Education.

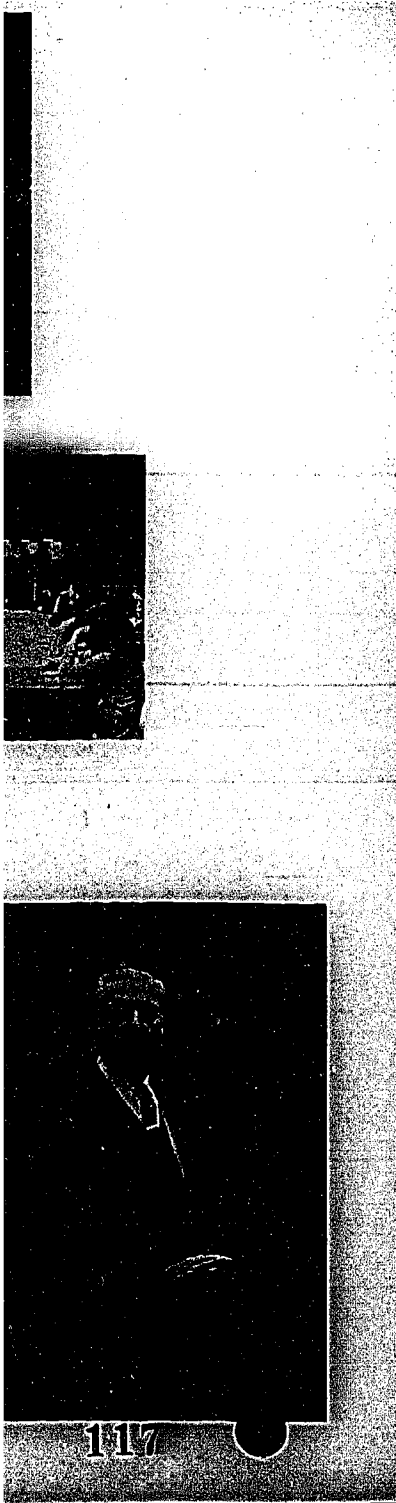
Demonstrated in Five Conferences

1. the people

2. the places

3. the things

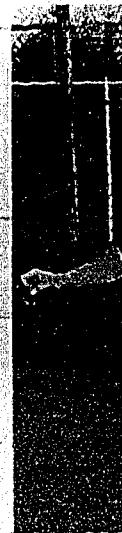
4. the conference



that make up the Demonstration Center

Comprehensive Illinois Occupational Education Demonstration Center

The CIOEDC is designed to demonstrate several K-14 Career and Vocational Education activities that were originally sponsored by the Illinois Division of Vocational and Technical Education. A series of five conferences are planned to provide visitors with information and the opportunity to observe these activities in a natural setting. Educators, legislators, businessmen and the general public are invited to participate as we demonstrate how these programs operate when they are a part of a total program serving more than 25,000 students. This publication has been developed to provide cursory information about the people, places, and things which are essential to Career and Vocational Education that may be seen at the innovative Joliet Demonstration Center.

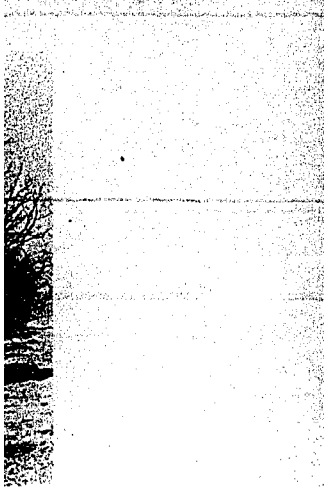
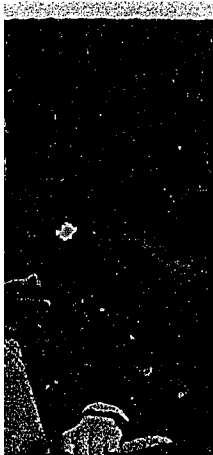


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lea

1



"From the very beginning of formal education, school experiences must arouse curiosity, encourage initiative, provide new alternatives, clarify attitudes and values, and help every individual establish life goals. The entire community and an individual's total environment must be utilized in this educational process. School curriculum and materials must relate to people and their daily lives. Teachers must organize learning experiences around life centered themes. These are not new directions, but they are newly recognized needs. We have been charged with the responsibility of demonstrating how those needs can be met through sound programs of Career and Vocational Education. We accept that charge willingly, for Career and Vocational Education are what we believe in. We take them seriously."

Tom Boldrey

Director, CIOEDC

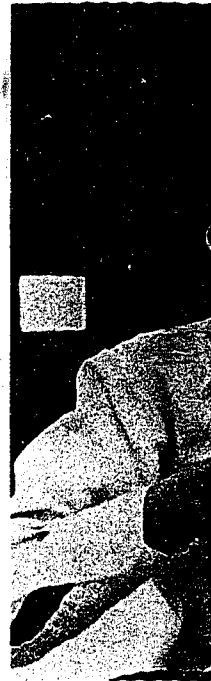
learning to make a living . . .



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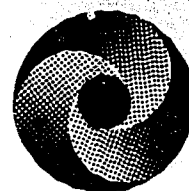
ERIC
Full Text Provided by ERIC



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authentic, basic, life-centered education

ABLE model program



Asking questions is the essence of learning. Students at an early age learn how to ask relevant questions as an extension of their own natural curiosity. Children desire contact with active adults for both love and information. ABLE is founded on the above principles.

By deliberate design the concepts and processes of ABLE are easily integrated into the curriculum. ABLE is not an add-on. As a part of ABLE, children learn to interview adults. Youngsters form their own questions, sometimes with help, to find out about jobs, career decisions, hobbies and leisure time activities. Students ask questions teachers may not have thought to ask. Classroom learning comes alive when students find out what **they** want to know.

Once students master their first interview, they seem to never stop their inquiry. School achievement is greatly enhanced as students naturally sharpen their communication skills in speaking, writing, and listening. Teachers like the ABLE approach too. Activities in art, social studies, math, and other school subjects easily extend from interviewing experiences. Interviewing skills are utilized in the classroom as well as on career visits to the community where there is an opportunity for talking to adults where they work.

Organizing classroom activities around world of work themes is the second component of ABLE. Mock situations, role-playing, and simulations all contribute to actively involving students in the learning process and clarifying attitudes about work. When youngsters run a store, a fashion design agency, or operate a restaurant in their own classroom, school becomes the focus of ~~vision~~ learning.

When teachers use ABLE, they realize the gold mine of educational resources that are right before their very eyes. Both teachers and their students discover the excitement when learning goes ~~beyond~~ the textbook.

project JOLIET



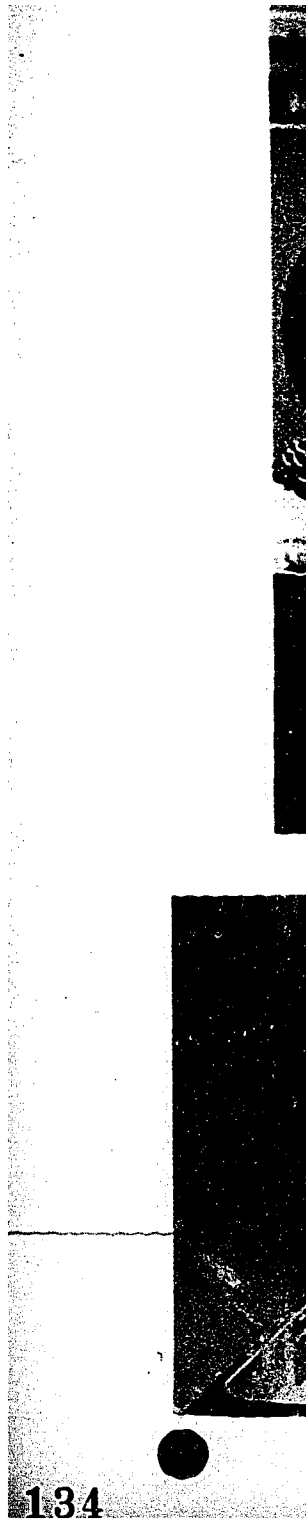
Project JOLIET is living evidence of strong community involvement for the betterment of education. It embraces the heart of career education by utilizing the community as a classroom, and like Project ABLE, emphasizes interviewing and world of work themes. In 1970, the concepts of this program were formulated as community leaders and educators grappled with the problems of dropout prevention; their solution being the "Community Classroom" concept.

"Community Classroom" was coined to refer to planned, structured career visits to business, industry and government facilities. These community classroom visits differ from conventional field trips by emphasizing active student participation and focusing on people, not products. At each facility, small groups of students interview a broad cross section of workers at their formal work stations, and wherever feasible, perform "hands-on" tasks that are part of the daily work routine. Groups complete a partially finished blueprint, put a final decoration on a cake, or make change from a cash register. At each station, workers are observed using the same academic and social skills studied in school, illustrating such concepts as accuracy and the need for math.

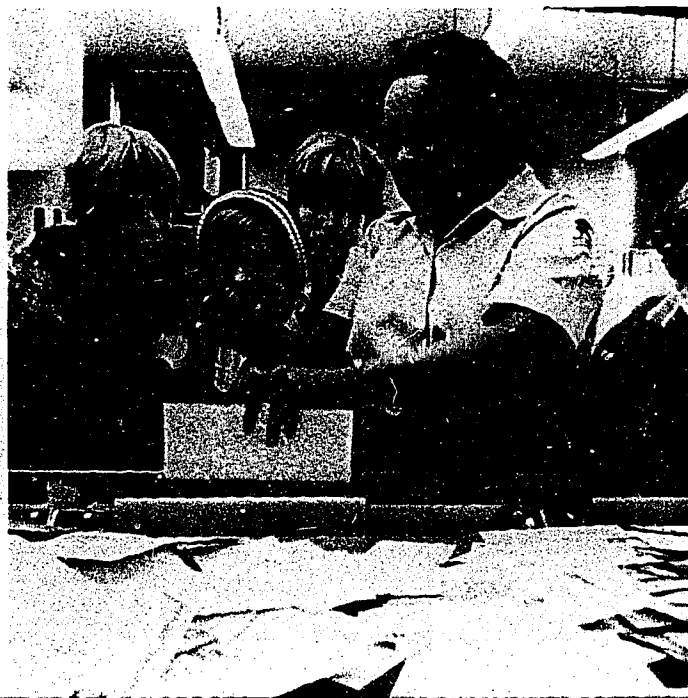
When factory workers or parents talk with students about their jobs, a sense of pride is evident. In fact, employers have a waiting list of their employees who are anxious to become a part of community classrooms.

Although Community Classrooms were originally conceived and conducted for junior high, teachers from preschool through eighth grade utilize the basic format. Visits are more structured for junior high, while primary teachers use their discretion in the people and places they see. Classroom activities are interspersed with follow-up experiences, whether they are in-depth studies of transportation or a visit to a turkey farm.

Project JOLIET is a grass roots career awareness program; its mainstay is strong local support, not reliance on outside funding. It is this support which has given credence to its stability and steady growth. Community support is a **must**, in Joliet, it's outstanding.



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WECEP

work experience career

Too many persons leave our educational system deficient in the basic academic skills; some because they suffer the effects of broken homes, poverty, or drug abuse, but others simply because they fail to see meaningful relationships between what they are being asked to learn in school, and what they will do when they leave the educational system. Too many students become dropout statistics.

The Work Experience and Career Exploration Program, is designed to help the 14-15 year old potential dropout before he becomes a statistic. There are six key components to the WECEP Program: 1) job placement; 2) related classroom instruction; 3) a systematic approach to develop career awareness; 4) a high degree of individualized attention, socially and academically; 5) peer group support; and 6) self-help activities.

A great deal of emphasis has been placed on a high degree of personalized attention as well as many "self-help" activities. In this way, the students receive support and guidance from their coordinator, but must also take responsibility for their own actions.

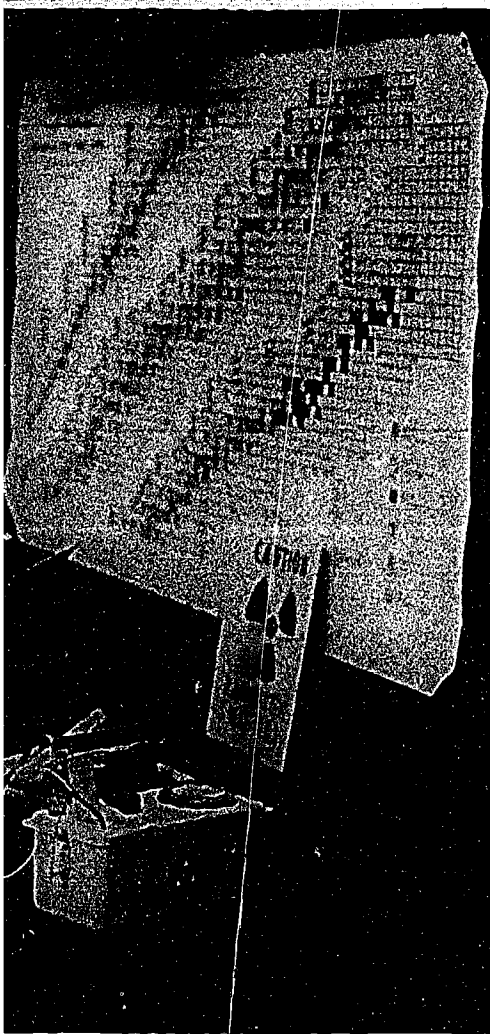
Candidates are screened by the WECEP staff and accepted into the program on the basis of referrals and staffings by teachers, counselors, deans and others. Students themselves must express a desire to work and improve. A Child Labor Law exemption allows WECEP students to work 20 hours per week for which they receive salary and school credit. In addition to their job, they attend regular and work related classes. Positive outcomes of WECEP Programs have received noteworthy laurels as evidenced by recent national legislation that extends the exemptions for WECEP students for several years.

Two main factors are responsible for the success of WECEP. The family-like camaraderie of the program reinforces the students' natural instinct to succeed. But equally important is the schools' and community's commitment to these kids—kids who often thought no one cared.

exploration program





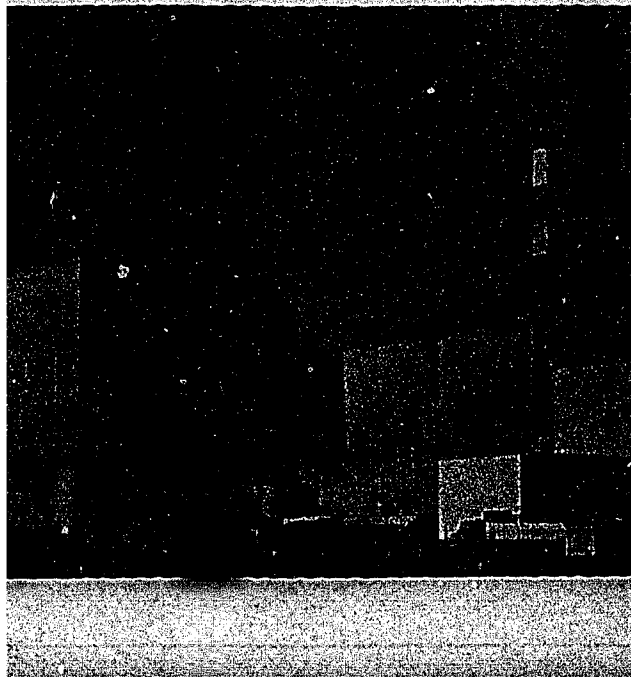


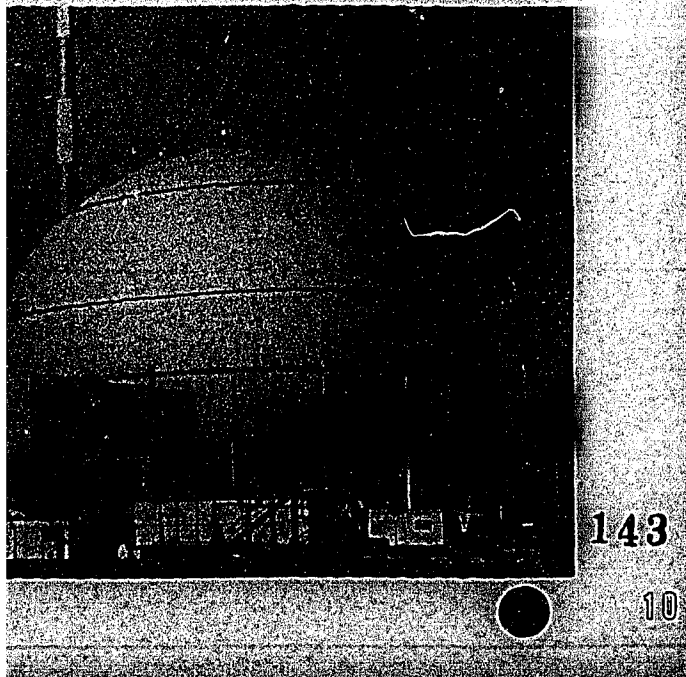
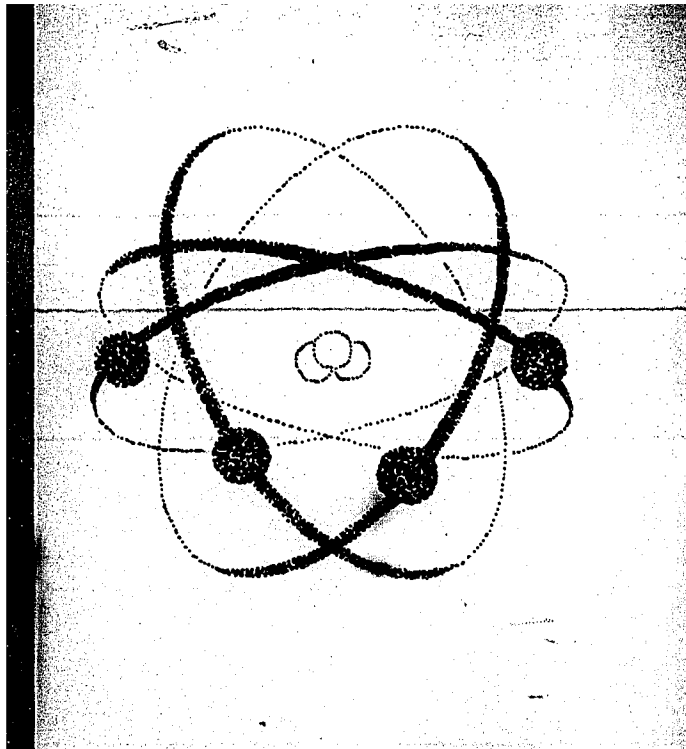
nucleonics

"Mushroom clouds that follow nuclear explosions are soon to become a common occurrence with the increase in nuclear reactors." This is only one of the many misconceptions about nuclear radiation that plague students and laypeople alike. The need to separate fact from fiction has long been advocated. But, there are other very important reasons for offering a nucleonics course to high school students.

Employment opportunities for the next five years are good for radiation technologists in such areas as industry and health service, according to state and national surveys. Teaching high school students the basic laboratory skills provides them with needed competencies for some jobs as well as an orientation to the field of radiation technology. Nucleonics as a new course opens new horizons in diverse careers. In the same class are future laboratory technicians and maybe even atomic researchers. But this course was not designed for the science whiz.

Nucleonics is not designed for the science whiz. In fact, little math and physics are required in this laboratory oriented course. Basic principles of radio activity, fission, shielding, and nuclear disintegration are only some of the topics covered as students conduct experiments and go on field trips. Fear of the unknown is alleviated when facts about radiation become as routine as two plus two. Today's students need the facts... for tomorrow is determined by their decisions.





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career education 9-12

The Career Education 9-12 program is a system to improve school-community linkages best explained in terms of community resources. These resources are the core of career and vocational education. They are the people, places, and things outside the classroom which explicate the real world and the skills needed to make it—on the job or at home.

Career education 9-12 is not a career education curriculum or an instructional program for high school students, but a liaison system between education and the entire community. The system operates under the direction of a Community Resource Coordinator. This person plays a key role in recruiting and orienting local community people to contribute their time and expertise. However, it is not all a one way street, since the general public gains better insight into the real operations of education when they themselves become active participants in the process.

A liaison person serves a variety of functions, from paving the way for career visits to setting up work stations for students. Opportunities to gain work experience in conjunction with regular schooling are unequalled for exposure to the latest tools and modern equipment. The job seems endless, but so is the potential for expanding educational opportunities for students to learn about and prepare for life.

There must be thousands of teachers across the nation with files on community resources. That is also where the community resource coordinator fits in. Systematically collecting and filing is a must when the number of people visiting classrooms increases, the number of career visits increases, and the number of teachers involved in career education increases.



**school and
community
working for
a common
goal**

Name (If joint return, last names and initials of both) _____ **Last name** _____

COUNTY OF RESIDENCE _____ **Your social** _____

Spouse's s _____

City, town, or post office, State, and ZIP code _____ **Occupation** _____ **Yours** _____ **Spouse's** _____

Filing Status (see instructions)

1 ☐ Single

2 ☐ Married (if both spouses have income, or if only one had income)

3 ☐ Married (if only one spouse has income, or if both spouses are blind)

4 ☐ Unmarried head of household (see instructions on page 5)

5 ☐ Widower with dependent child (see spouse died before 1979)

6 ☐ Presidential election campaign (see instructions on page 5)

consumer and homemaking education

The Consumer and Homemaking Program is designed for the person required to perform the dual role of wage earner and homemaker. Both male and female, married and single, have to cope with the realistic problems of learning how to; shop comparatively, do financial planning, figure income tax, use credit wisely, and obtain loans. In short, they learn to deal with the nitty-gritty of every day life.

In Joliet teachers have individualized Consumer and Homemaking education for helping individuals to:

- discover what they value in life
- make decisions to satisfy short- and long-term goals
- manage time, money and energy in reaching goals
- obtain goods and services (i.e., housing, furnishings, clothing, food, personal items, medicine, recreation, health services, etc.)
- understand budgeting, comparison of prices, and installment buying
- be familiar with insurance, savings, investments, and taxes
- utilize consumer aids and community resources
- assume consumer rights and responsibilities

Survival skills in today's consumer-oriented society are much different than they once were. As high school youth become wage earners and reach social independence, it is increasingly important that they learn how to effectively cope with daily decisions. Their health and welfare will depend on their own wise choices. Adverse factors such as misleading advertising, peer group pressure, social and cultural background, and poverty require special attention to obtain self-sufficiency. In Illinois, Consumer and Homemaking programs are designed for high school and junior college students as well as adults with special emphasis for the economically and educationally disadvantaged.

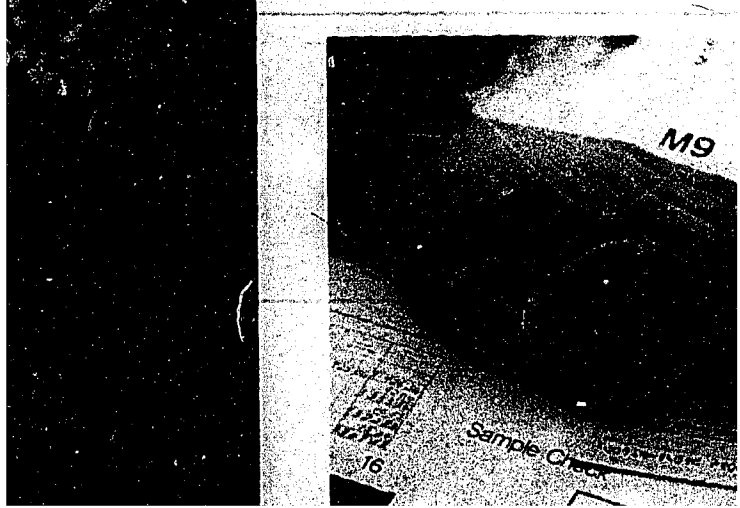
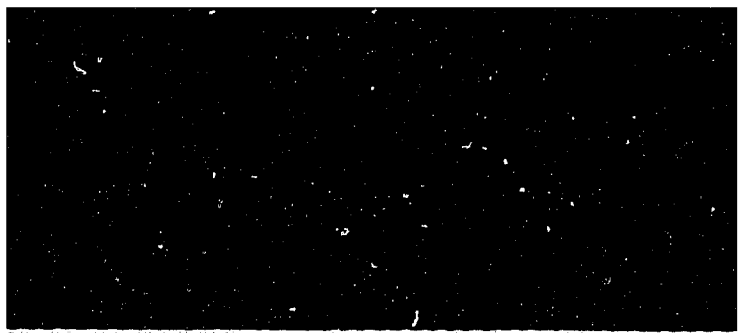
If we intend to provide students with the tools and survival skills they need, Consumer and Homemaking Education is not only important—it's imperative!

15 Multiply total number of exemptions claimed on line 7 by \$750

16 Taxable income (subtract line 15 from line 14)

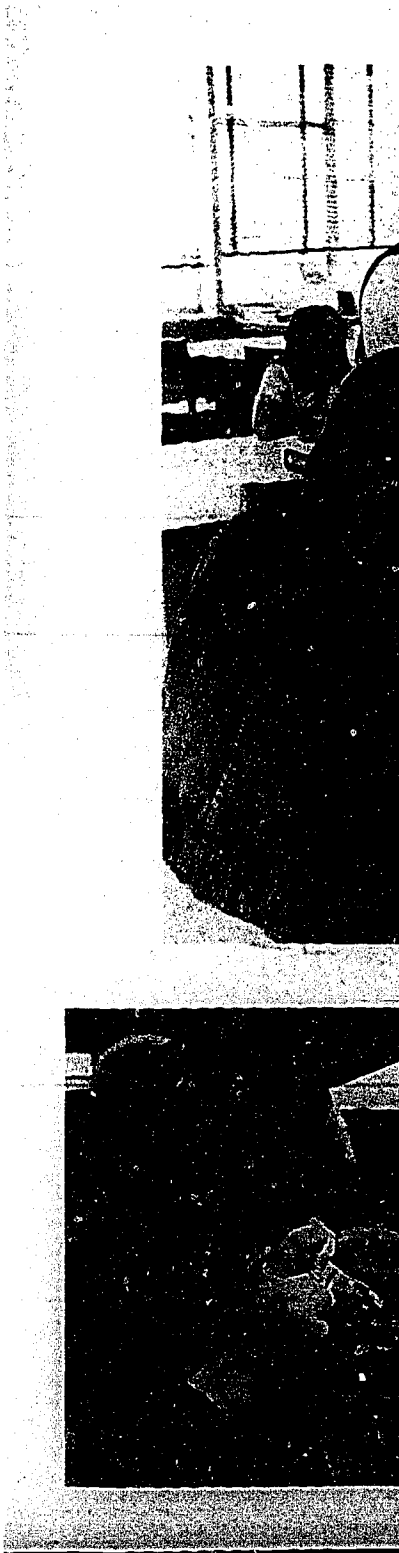
17 Total tax (Figure tax on amount on line 16 using Tax Rate Schedule X, Y, or Z, and enter on line 17, on back.)





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SIVE

system for individualizing vocational education

Everybody talks about it, but few do it. Individualized instruction is more than an educational platitude when teachers make up their own individualized learning modules.

One of the best means of augmenting success in the classroom is to capitalize on the experience and talents of those who know what works. Teachers can receive mini grants for taking their own time to develop learning packages. For example, the basic operations of machines or a survey of the career potential of a given field can be detailed by making use of audio-visual techniques.

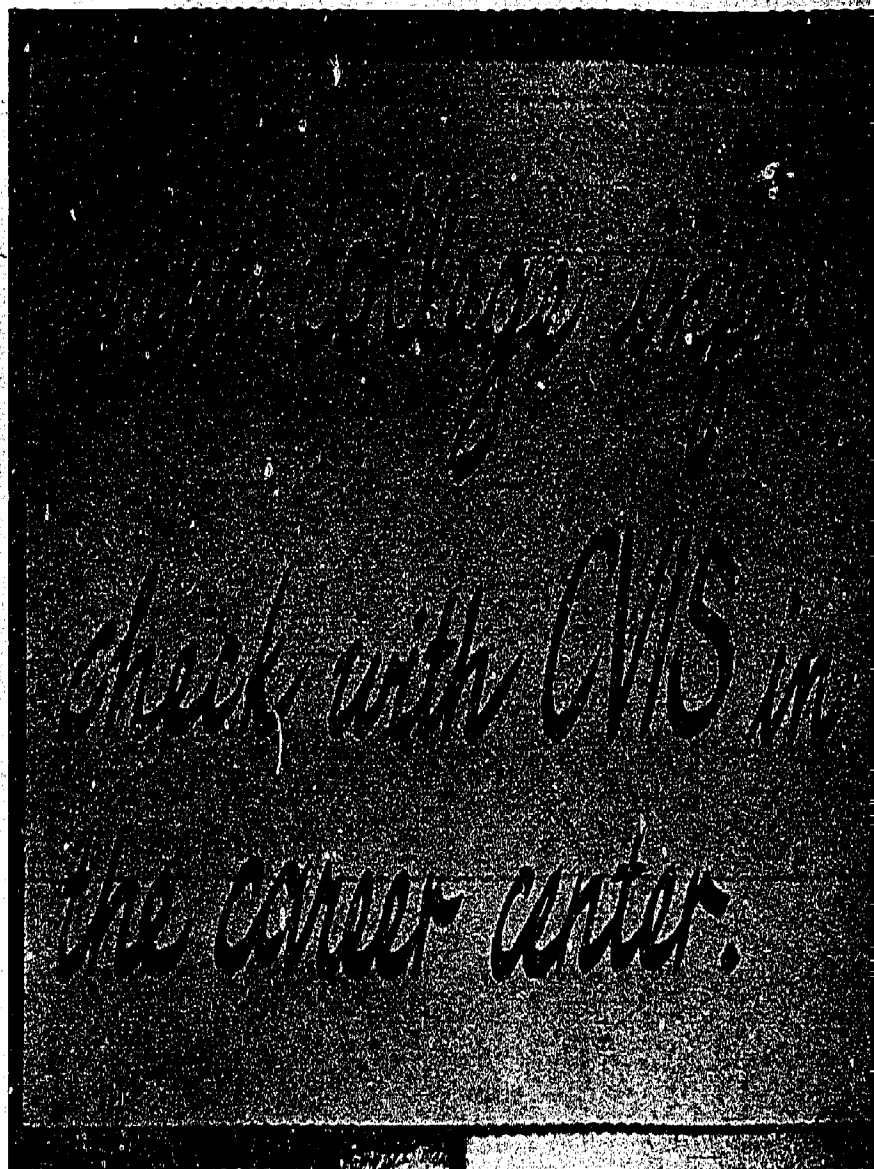
Developed in Skokie, Illinois, the System for Individualized Vocational Education is a vehicle that encourages teachers to individualize some aspect of their teaching to help solve a learning problem. In Joliet, the procedures are simplified and less detailed when applying for a mini grant to complete a SIVE Project. Teachers merely submit a proposal or discuss their ideas, delineating objectives and describing the best media for the instructional purpose. One of our goals is to encourage teacher initiative, capitalizing on teacher expertise.

The program works. Projects have been developed at Joliet Junior College and local secondary education schools in ecology, electricity, data processing, home economics, shorthand, technical physics, and several others. These learning modules make use of such tools as synchronized slide tapes or written linear programs.

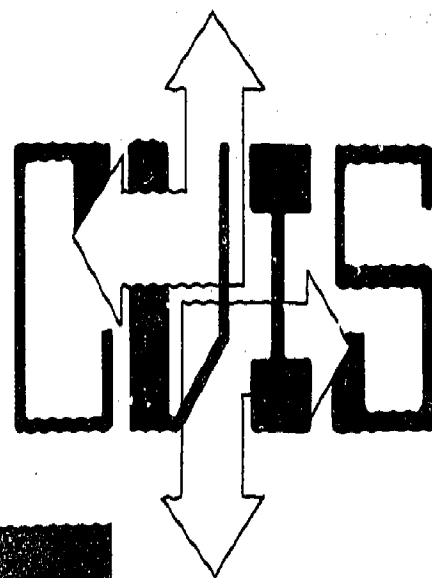
When there's not enough classroom teachers to go around—SIVE may be your answer.



computerized vocational



information system



The Computerized Vocational Information System is a long overdue, badly needed, career information library on a computer. Career decisions are increasingly difficult to make in today's society with nearly 22,000 job choices to select from. Adults and students both need accurate, up to date, and accessible information to help make these decisions. More than ever, teachers and counselors need current, reliable data on military careers, local job information, financial aids, scholarships, colleges, and job descriptions.

CVIS provides all this and more. Joliet's program is a modified version of the Willowbrook System developed in Villa Park, Illinois. Students, educational staff and community residents may fill out request forms anywhere, anytime—in the home, the classroom, counselor's office or supermarket. These requests are processed by the computer at Joliet Junior College one day and the results can be returned the next.

Aside from the obvious benefits of providing rapid and direct access to current career information, other advantages of Joliet's version are its relative low cost, ease of implementation, and the ability to serve the entire community. Joliet's CVIS produces results—yet uses a smaller, less expensive computer not requiring additional, complex data processing or electronic equipment.



technical mathematics

Why have a Technical Math and Technical Physics course as opposed to regular math and physics? For the same reason that Texas colleges offer Cowboy English for their agricultural majors—it's tailored to the specific needs of a student pursuing a career of a highly technical nature.

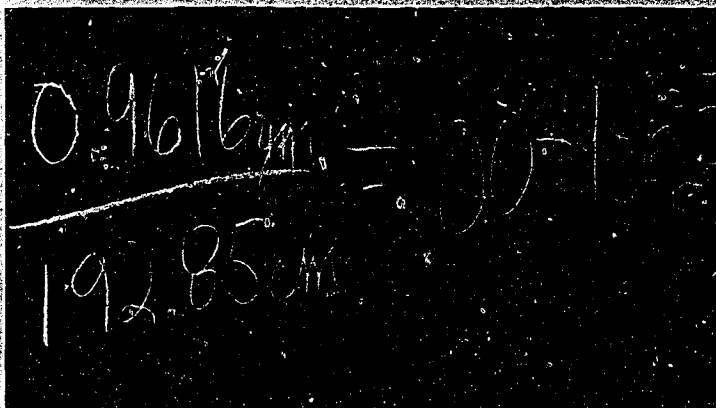
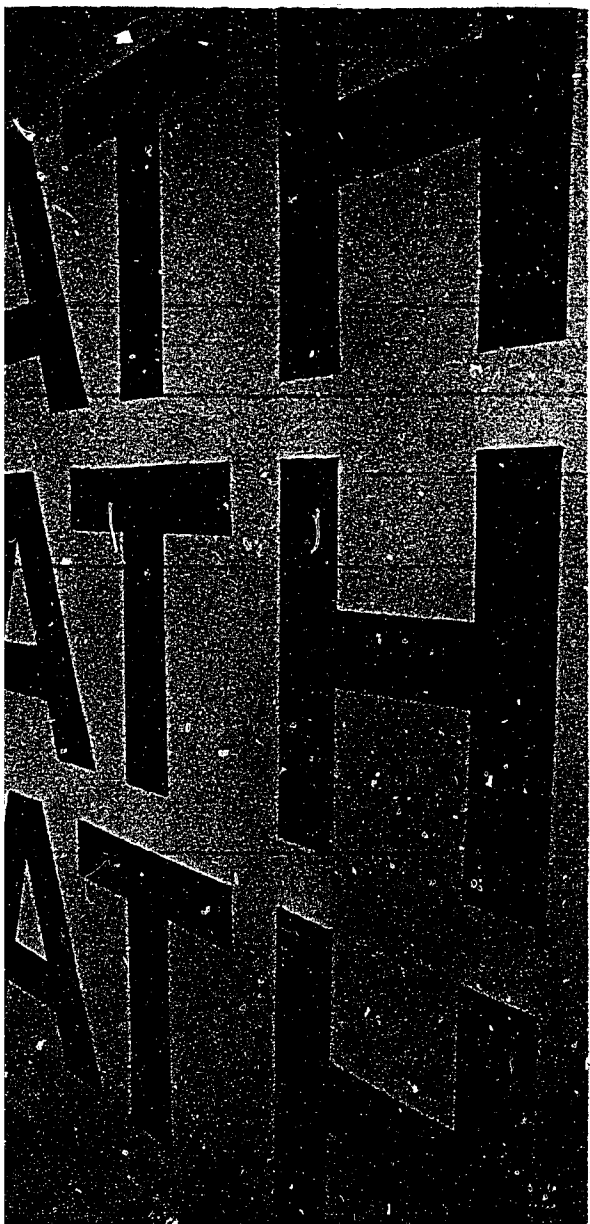
Mathematics or physics can be more than stumbling blocks to students. They may also be the missing links between a youth and the career he or she is interested in.

The Tech Math and Physics programs are structurally identical, with only the course content differing from math to physics. Both utilize a "core" approach giving the needed basics to students no matter what their specific career aspirations might be. For instance, in math, this core material consists of measurement studies as well as a focus on developing precision and accuracy in using integral, fractional, and decimal measures. Emphasis is placed on improving the students' ability to add, subtract, multiply, divide measurements, use formulas, and work percentage problems.

After the core material is mastered, individualized study begins. Two general "tracks" are followed. Some students



(Continued on Page 21)



technical physics

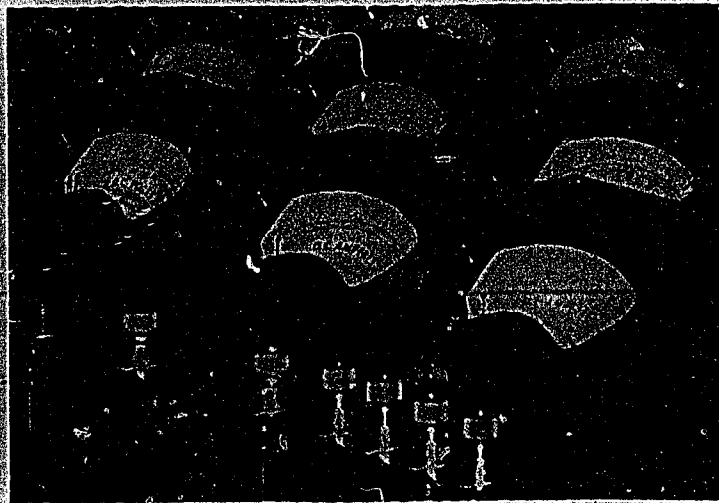
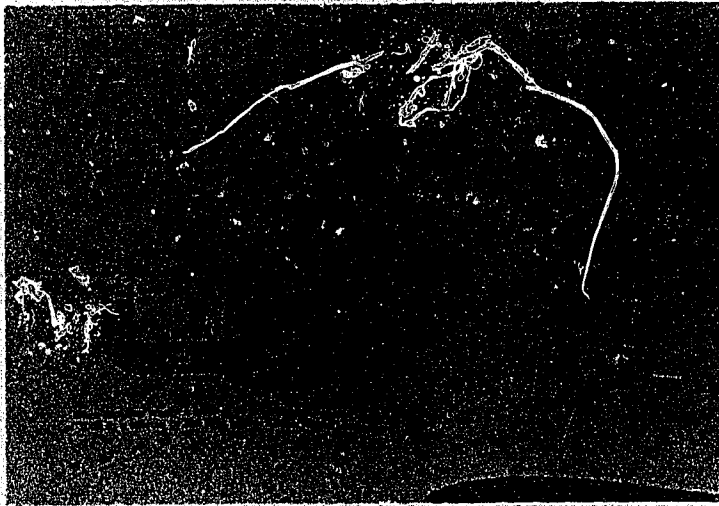
(Continued from Page 19)

pursuing careers in the technical areas who need a full year of math or physics study one set of modules, while those needing less take the other "track."

Those students in a technical area requiring one semester cover the core material, followed by a series of specially developed units written specifically for their needs. These individual units are based upon input from faculty in each specific technical area. For example, units in record keeping and payroll are available for those in the Automotive Program while units on power equations are available for those in the Electrician Certificate program. These students thus receive the training as well as the credit they need.

At the very outset, adaptations and modifications were necessary to meet the needs of Joliet Junior College students. The materials for the courses, originally developed at Portland College, Champaign, Illinois, were designed for their own quarter system, yet Joliet Junior College operates on a semester system. But then, Tech Math and Tech physics were neither meant to be static courses nor traditional academics. They were developed with a flexibility to meet the very specific needs of future technicians.





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industrial engineering

Students do not have to earn a college degree to join the field of engineering. There are many jobs which may be filled by specialized technicians. The Industrial Technology Program has sufficient flexibility to not only prepare technicians for actual jobs, but also meet students' individual needs.

Local industries have been working with educators to outline the basic steps or job skills needed for becoming technicians. These are broken down by job function allowing students to progress through each step at their own pace. Participants may demonstrate their ability and advance either as part-time or full-time students. Options allow students to shift from day to evening classes during any session.

Industrial Engineering, as a result, provides ready-to-work die designers, drawing checkers, topographical draftsmen, tool room machinists, manufacturing engineers, numerical control programmers, and so on. Any graduate manifests skill competency by job function. That really means students are equipped with the pragmatic skills required to enter industry as technologists.

The Industrial Engineering Technology Program, developed at Moraine Valley Community College, Palos Hills, Illinois, has been integrated into the Mechanical Design and Mechanical Production Programs at Joliet Junior College.

preparedness



The woman out of the labor market for 20 years, the school dropout, the non-English speaking person, and the adult worker without a high school diploma—all may have need of the special services available in the Preparedness Program at Joliet Junior College.

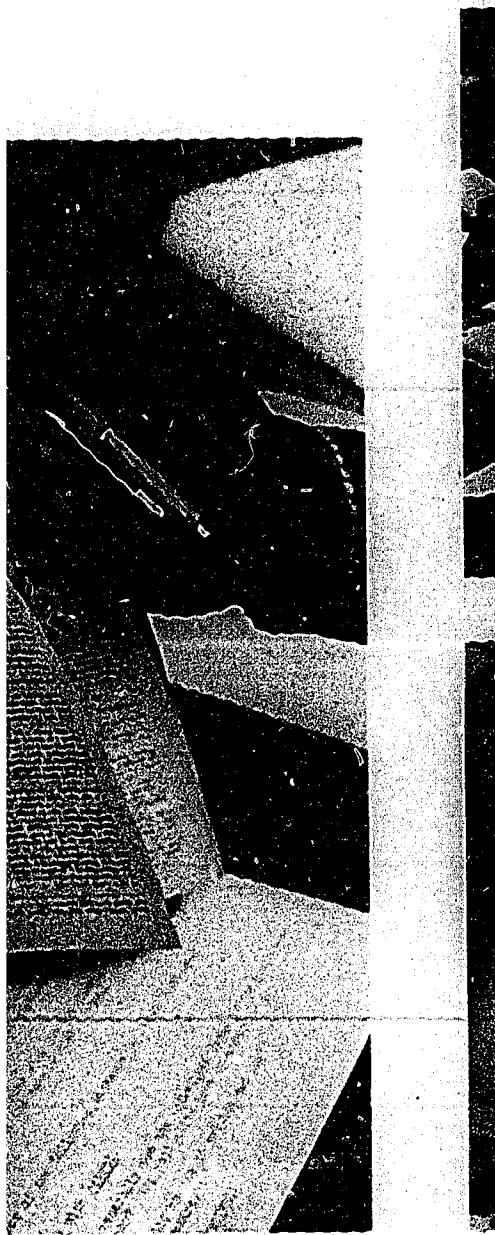
The Preparedness Program seeks to help persons who fall in these categories by offering a package deal, resulting in individual career and educational "client" plans for each participant. These plans may include aptitude and general interest tests, career counseling, career exploration mini courses, or work in developing basic reading, writing, or computation skills. In order to accomplish the intent of these plans, skilled training is usually required. Wherever possible, job placement is included. There are four basic components to the Joliet Junior College's Program.

- Jobs for Women
- Early School Leavers
- Adult Basic Education, General Education Development Test preparation, and English as a second language
- Audio-tutorial laboratories for individualized math, reading and writing

The Preparedness Program attempts to identify and serve not only the underemployed or the unemployed, but also the educationally and economically disadvantaged. Its flexibility permits participants to utilize any four of its basic components simultaneously. An added plus is a policy which permits enrollment at any time during the school year. The result of Preparedness is career readiness.

Perscriptive individual client plans are the key to realizing career goals.







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a system for follow-up of vocational education graduates

Parachute manufactures have a distinct disadvantage in consumer research—no feedback from customers with the greatest cause for complaints. That's not true of schools, however. We have an opportunity and obligation to know how we helped and how we failed.

A Follow-up system was designed and field tested for vocational education graduates by Eastern Illinois University staff. Joliet Township High Schools participated in piloting this system and now have modified it to suit local conditions. Instead of securing feedback from only vocational education graduates, all students are surveyed. Graduates and early school leavers are sent questionnaires which determine their employment status, level of education, and response to practical questions about how school prepared them for life.

After the questionnaires are mailed, the Follow-up Coordinator phones those individuals who haven't returned their forms. The completed questionnaires are then computerized for faster access and easier analysis. The accumulated data is useful in a number of ways. Results are compiled in respect to departments, which provides a reliable basis for curriculum planning and evaluation. Statistics for drop-out rates or job turnover for minority females can be readily determined. Research or longitudinal studies are feasible outcomes when the need is present.

Are the schools failing to prepare students for work? How do schools know if programs and courses are doing what they are designed for?

When you get right down to it, parachutes and schools have something in common—parachutes save lives; in a way, so do we.



IOCP the illinois occupational curriculum project



**planning, implementing,
and evaluating career
preparation programs**

Predicting the future is nearly impossible, but effective program planning is not. The Illinois Occupational Curriculum Project, developed by Dwight Davis and Joe Borgen at Joliet Junior College, allows professional educators to improve their programs despite problems of limited manpower and financial resources.

IOCP is a systems package which includes management and evaluation strategies for the practicing educator who is concerned about developing and maintaining the best educational services for the community being served. A resource manual is published that delineates step-by-step procedures and guidelines as well as sample forms, letters, and survey instruments that are easily adopted or adapted. These materials and procedures stress the "how to" and not technical theory. IOCP has been utilized by classroom teachers and occupational administrators across the nation.

In Joliet, IOCP is fundamental to educational programs. It is used to develop departmental objectives, evaluate existing programs, assess the need for new programs, primarily for high school and junior colleges.

Now commercially available, the management package is composed of five sections:

- Management Strategies and Guidelines for Program Planning and Evaluation
- Activities for Program Identification
- Activities for Program Development
- Activities for Program Implementation
- Activities for Program Evaluation

IOCP is transportable. It is used to organize advisory boards in small rural schools and to determine the comprehensive work force in large metropolitan areas. Joliet is where it started, and it's still going.

The Three-Phase Evaluation of Occupational Education Programs was developed to promote excellence in local programs and to assure an accountability of funds.

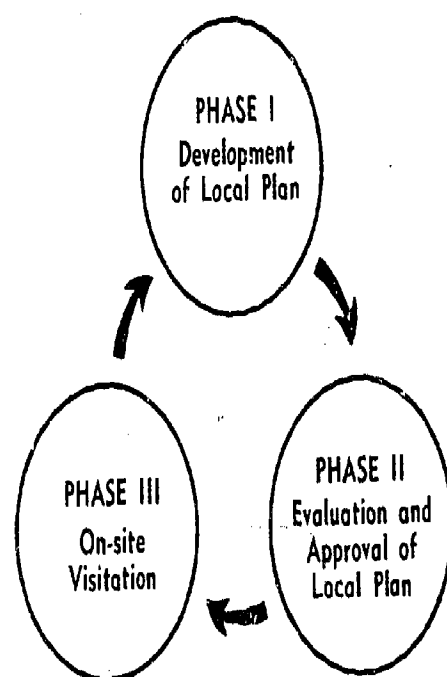
More than seven hundred local school districts in Illinois submit "One and Five Year Plans." In this first phase, local districts establish priorities and goals they wish to accomplish in the context of local conditions. This allows for autonomy that helps meet local needs and yet provides general direction for statewide programs. The Local Plan also serves as a basis for a contractual agreement between the district and Division of Vocational and Technical Education.

During Phase Two, the Local One and Five Year Plan is evaluated by DVTE staff. Local communities' programs must conform to standards of excellence and continuity. Prescriptive improvements may be suggested before approval status is granted, of not only each occupational course, but also the overall Local Plan.

Phase Three is evaluation. This last phase is more than a paper and pencil check list. On-site visits are conducted by teams of people outside the district. Visiting teams are comprised of administrators of vocational education; department chairmen and teachers; community people with experience in business and on advisory boards; professional educators

at universities; students who have gone through career programs; and the DVTE staff. The function of this visitation team is to provide the district with a profile of their occupational program, suggest areas for improvement, and determine if the district's program operation is in conformance with the One and Five Year Plan.

Long hours, exhaustive interviews, and intensive discussions are necessary to pull together the final evaluation report that is presented to the local district and state staff. All this isn't easy, but the results pay off.



three phase system for statewide evaluation of occupational education programs in illinois



participating school districts

Joliet Public Grade School District 86 has a student population of more than 11,000, which, in the Fall of 1974, was composed of 1 per cent American Indian and Oriental, 8.7 per cent Spanish Surnamed Americans, 29.3 per cent Blacks and 61 per cent Caucasians. Some 700 certificated personnel staff the District's twenty-six attendance centers, including twenty-two grade schools and four junior highs.

The Joliet Township High Schools serve the largest urban population in Will County. In 1974, its 6,480 students included 19 per cent Black and 5.5 per cent Spanish Surnamed. The District operates three attendance centers, each of which includes grades 9 through 12. Nearly 400 certificated staff members are employed to implement the schools' curriculum, which is one of the most comprehensive in the nation.

Joliet Junior College, the first institution of its kind in the United States, was founded in 1901. Now as a Class I District, it serves the population of three counties. Presently serving almost 7,500 students, the college is in the middle of an expansion phase. Eight permanent buildings are completed and four more are planned. The faculty, which numbers more than 700, staffs some 90 different programs including general studies, social science, biological and physical sciences, liberal arts and sciences, and career education programs. Offerings also include one-year certificate and two-year associate degree programs.

In addition to the official activities of the Demonstration Center, there are numerous outstanding programs and courses in all three districts. District 86 pioneered a non-graded individualized curriculum K-6. Comprehensive special education programs beginning in pre-school are noted statewide. Extensive diagnostic and support services are available for children with special needs. The Learning Resource Center as well as specialized consultants augment the instructional program. All three districts operate bilingual programs and individualized language instruction.

Joliet's high schools offer 13 different cooperative education programs involving more than 400 employers and 1100 students. A 14 hour school day provides nearly unlimited scheduling possibilities. Specialized reading and mathematics programs make use of individualized instruction, remedial assistance, and the latest laboratory equipment. Comprehensive special education includes a behavioral disorders program, physically hearing impaired program, alternate school programs entitled RECYCLE, and the only high school autistic program in Illinois.

At the junior college, community service is a high priority. Students in the culinary arts program are taught by trained European and American chefs. Individualized audio-tutorial laboratories are available in secretarial skills, practical nursing, reading, writing, and mathematics. Graduates of the career programs may specialize in diverse areas from golf course management to fire science.



1. about the conferences

October 27-30, 1975 December 7-10, 1975 February 3-6, 1976

March 9-12, 1976

May, 3-6, 1976

format

The conference will begin the first evening with the registration banquet at one of the major motels at 7:30 p.m. A breakfast will be served on the first conference day at 7:45 a.m. in the Joliet Junior College.

The five identical conferences are two and a half days in length. The first evening is highlighted with a banquet featuring an eminent keynote speaker. The first morning of each conference is devoted to an overview/orientation session providing cursory information characterizing each activity. On-site visitations are scheduled for the first afternoon, the second day, and the third morning. Conference participants will be able to observe and talk with the people that live the programs and activities in their natural settings—elementary classrooms, nucleonics laboratories, or junior college facilities. On-site visits will be scheduled for half-day blocks. Panels comprised of administrators, teachers, and community people will present their perspectives on how things really work, and state staff will also be on hand to answer questions.

frills

The evening of the first full conference day will offer visitors a pot-pourri of options such as films, exhibits and materials. There will also be "buzz" sessions with teachers, administrators, university consultants, and Illinois Office of Education and the Illinois Division of Vocational and Technical Education staff.

caution

Each conference has a maximum number of people it can accommodate. Registration will be closed when that number is reached. Early registration is, therefore, highly recommended.

CIOEDC what it is and what it isn't

The Demonstration Center is not a show place for showin' sake, but the actual operation of activities in everyday situations. An abundance of free materials is not possible. Our assets are the people who live and work the nuts and bolts of Career and Vocational Education in the schools and in the community.

hospitality center

Conveniently located at Joliet Junior College, the Hospitality Center's major purpose is to serve you, the conference participant. The Center's staff will assist you in making arrangements for lodging, pass on important messages, provide you with directions, answer your questions, and generally help to make the conference more enjoyable.

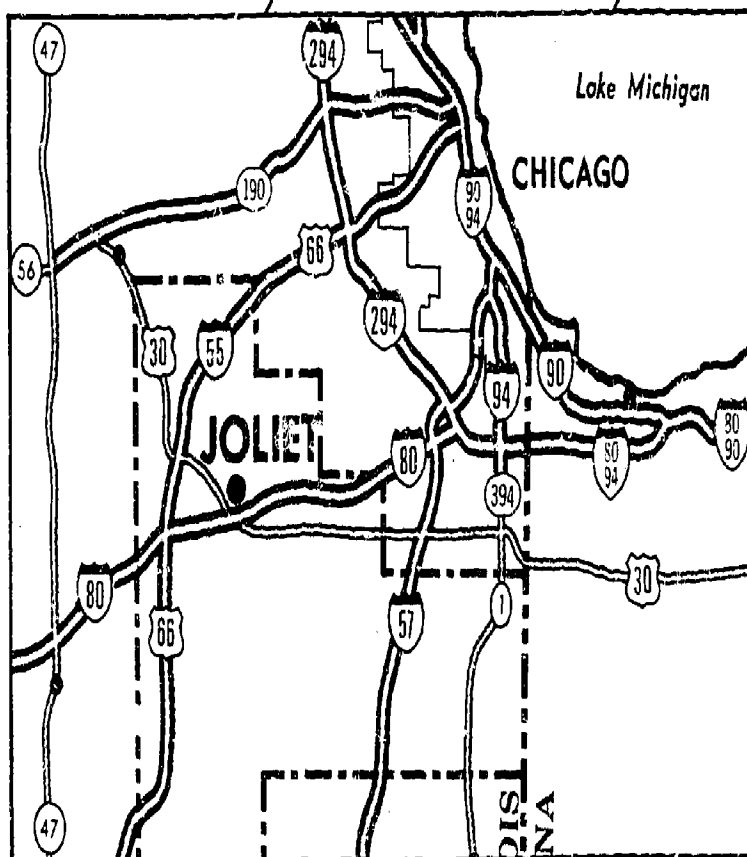
CIOEDC Conference Hospitality Center
1216 Houbolt Avenue
Joliet, Illinois 60436
Telephone 815-729-9020

state contact

Mr. Charles Schickner, State Director
Comprehensive Illinois Occupational Education Demonstration Center Project
Illinois Office of Education
Division of Vocational and Technical Education
100 North First Street
Springfield, Illinois 62706

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Illinois



189

34

2. five conferences

Participate in one of five identical conferences . . .

October 27-30, 1975

December 7-10, 1975

February 3-6, 1976

March 9-12, 1976

May 3-6, 1976

. . . to examine and assess the adaptability of these activities for your situation!

3. registration and fees

Please let us help you . . . by registering in advance.

CONFERENCE FEES

PLAN A February 4-6, March 10-12 or
\$25.00 per May 4-6
participant Includes registration, conference
materials, one breakfast, two
luncheons, and local transporta-
tion to and from activities

PLAN B February 3-6, March 9-12 or
\$32.00 per May 3-6
participant Plan A, plus conference banquet

PLAN C February 4 or 5, March 10 or 11
\$12.00 per or May 4 or 5
participant One day option
Includes registration, conference
materials, one luncheon and local
transportation to and from activi-
ties

PLAN D February 3, March 9 or May 3
\$7.00 per Conference banquet only
participant

Any registration received at least a week in advance of the conference will be confirmed by mail. A one-week notice is required for a refund in the event you must cancel.

*Prices include taxes and gratuities.

Join Us ..

4. meals

A banquet and three meals are planned during each conference. The banquet is a special feature ... you'll have a good dinner, hear a nationally known speaker and enjoy some other fun as well!

5. accommodations

We are expecting a tremendous response! As a result, reservations **MUST** be made through the CIOEDC Hospitality Center. Requests will be processed in the order they are received and we'll do our very best to give you your first choice. The motel will confirm the reservation directly to you. Rooms are held on a guaranteed basis; therefore, cancellations must be made through the motels by 6 p.m. of the arrival date or you will be billed by the motel.

6. transportation

Yes, you **CAN** get here from there! If you choose to drive, you'll find that Joliet is the hub of a network of Interstate highways. Chicago's O'Hare Field, the world's busiest airport, is just 45 miles away. Buses leave O'Hare for Joliet Monday through Friday at 11 a.m., 2 p.m. and 6 p.m. and Sundays at 2 and 6 p.m. The cost is \$5.80 per person. Amtrak and Greyhound service is also available. And once you get here, we'll provide shuttle bus service between the motels and the demonstration activities at no extra cost to you.



Comprehensive Illinois Occupational
Education Demonstration Center



director

Tom Boldrey

assistant director

Kathryn Rees

conducted by

Joliet Elementary District 86, Mr. Edmund R. Parpart, Superintendent
Mr. Richard Osborne, Director of Career Education

Joliet Township High School District 204, Dr. Arthur L. Bruning, Superintendent
Mr. Willis Shay, Director of Vocational Education

Joliet Junior College District 525, Dr. Harold McAninch, President
Mr. Maynard Boudreau, Dean of Career Education

in cooperation with

Illinois Office of Education

Dr. Joseph Cronin, Superintendent

Division of Vocational and Technical Education, Mr. Sherwood Dees, Director

Research and Development Unit, Dr. Ronald McCage, Coordinator

CIOEDC State Director, Mr. Charles Schickner

through

Vocational Education Act, Part D, Discretionary Grant

United States Office of Education

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acknowledgments

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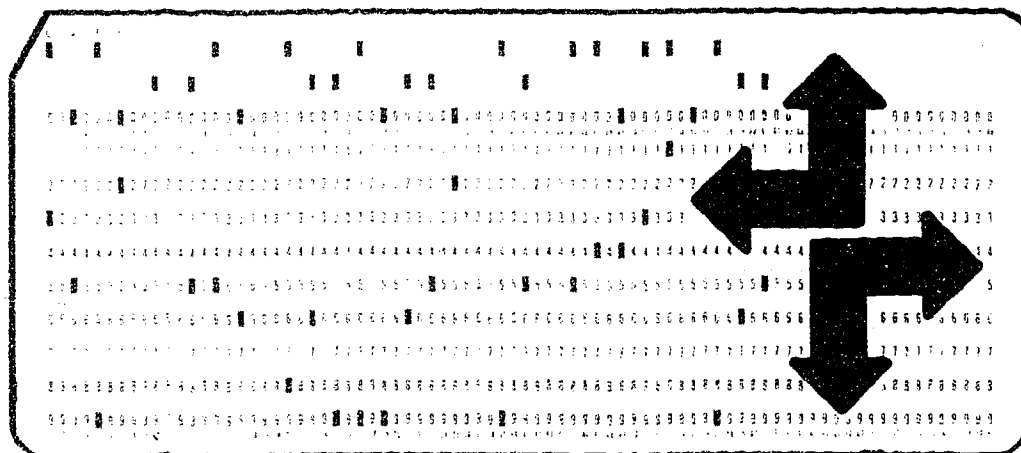
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CVIS

NEW HORIZONS IN CAREER PLANNING

COMPUTERIZED VOCATIONAL INFORMATION SYSTEM IN JOLIET, ILLINOIS



CVIS PROVIDES ALTERNATIVES

Choosing a career is one of the most important decisions a person faces during his lifetime. How does one select the most suitable career from the nearly 22,000 available? How can a person secure accurate and up-to-date information to help him make this decision?

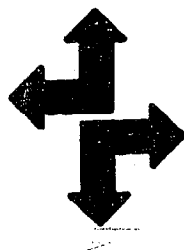


Have you ever wondered . . .

- ? Which four year colleges in the Mid-West offer pre-med courses?
- ? How much a brick layer makes an hour?
- ? If there are any scholarships available to black students who want to study urban planning?
- ? What are the ideal characteristics of a sales manager of an insurance company?
- ? Which occupations are best for people who like to work alone?

COMPUTER TECHNOLOGY IN EDUCATION

Students in Joliet's three school districts are getting help in finding answers to these and other questions from the Computerized Vocational Information System (CVIS). With CVIS, students can learn about career and educational opportunities that match their own interests and abilities. The design of the computer program encourages students to inquire about career opportunities, salary potentials, job outlook and specific job qualifications. Other components of the CVIS system are being developed to include information on military careers, local jobs and apprenticeships, financial aids and scholarships.



Joliet's CVIS program is a modified version of the Willowbrook system developed in Villa Park, Illinois. At a nominal cost to the participating districts, CVIS can provide accurate career information to thousands of students each day. With the Joliet version of CVIS, information request forms can be filled out anywhere . . . in the home, classroom, counselor's office, or the supermarket. Students and other users can request information and a computer printout is returned to them the next day.

CVIS in the schools brings computer technology to education. With the use of computers to search for career information, counselors and teachers are better able to meet the individual needs of students.

CVIS printout is studied by students and counselor.



CVIS is one of the activities of the Comprehensive Illinois Occupational Education Demonstration Center sponsored by the Illinois Division of Vocational and Technical Education, Joliet Elementary District 86, Joliet Township High Schools District 204, and Joliet Junior College District 525.

During the 1975-76 school year people from all over the nation will be visiting Joliet to observe CVIS.

JUNIOR HIGH STUDENTS. . .
SENIOR HIGH STUDENTS.
JUNIOR COLLEGE STUDENTS. .

See your counselor.

FOR MORE INFORMATION
CONTACT:

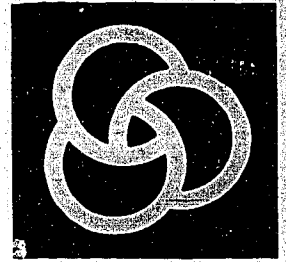
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Joliet, Illinois 60436



202

 J R P



Demonstration Center bridges the gap



"Why do I need to know fractions?"
"Why do I have to outline this?"
"Why do I have to know the metric system?"
"Why do people work?"
"Why do you like your job?"

These are typical questions asked by students of all ages, from kindergarten through junior college. The questions not only deserve to be answered but must be answered if students are to make sound decisions in selecting a lifetime career. And that's what career education is all about...answering questions, providing information and studying alternatives.

Recognizing these facts is the first step in developing an effective system of career education. The next step is providing teachers with answers. Answers to questions such as: "How do we teach career education?", "How do we prevent ourselves from re-inventing the wheel?" and "How can we improve communications?"

The Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) is precisely aimed at answering these questions. The center is a co-operative effort among the Illinois Division of Vocational and Technical Education, Joliet Elementary School District 86, Joliet Township High School District 204 and Joliet Junior College District 525.

During the 1975-76 school year, people throughout the nation will come to Joliet to observe a variety of career and vocational education activities in action. Eighteen such programs and activities are presently being implemented from kindergarten through junior college. These specific activities can be grouped under the following categories: Planning techniques for educators, delivery systems, evaluation procedures, guidance oriented programs and courses that meet special needs. The Demonstration Center will not be a separate facility, but an opportunity for the demonstration of these systems within existing facilities.

Visitation days, conferences and workshops will be scheduled during the 1975-76 school year to enable educators, businessmen, legislators and the general public, locally, statewide and nationally to observe and study the activities in a natural setting.

Learning to learn...

Learning to live...

Learning to make a living

The activities featured in this newsletter are only three of the 18 components under the Demonstration Center. Other activities are to be outlined in future newsletters.

CVIS

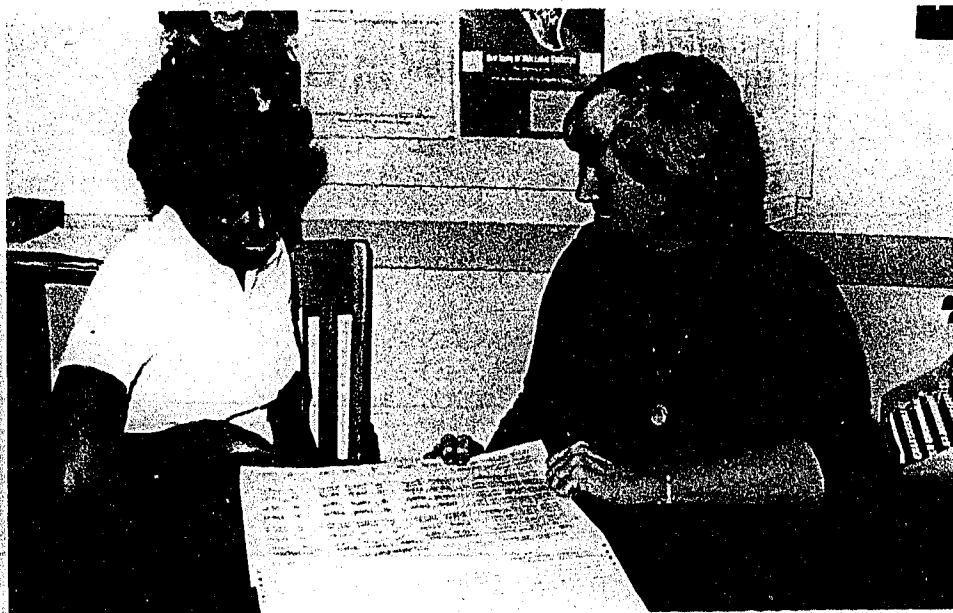
Vocational and educational opportunities in the fast moving world of today are increasing at such a rapid rate that choosing a career is far more difficult than ever before. How does a person select the career most suitable for him from the nearly 22,000 available? Which of the 1,510 accredited four-year colleges offers the best curriculum for a particular career? What is the status of the local job market? What financial aids are available to me and what are the qualifications?

CVIS (Computerized Vocational Information System) is designed to deal with these questions. The Joliet CVIS program is a modified version of the Willow Brook system developed eight years ago in Villa Park, Illinois.

In the Willow Brook system, usage of the audio-visual terminal is limited to one student per machine. Joliet's system is more practical and economical. Request forms from the 15,000 potential users in junior high to junior college can be processed overnight at the Joliet Junior College Computer Center with print-outs returned the next morning. These requests can be filled out during individual conferences with a counselor, in large group classroom activities or by interested residents of the community.

The complete CVIS program consists of eight parts, some of which will not be finished until 1976. During the spring of 1975, these three components will be piloted: Junior high career exploration, descriptions of 450 jobs and four-year college information. The other four components currently being developed include

information on the following: Military careers, local apprenticeships, financial aids and scholarships.



Students are introduced to CVIS at the junior high level by completing a multiple choice questionnaire which prioritizes groups of careers in which each student might be interested. Audio-visual packages will present overviews of six career groupings. Junior high, high school and other interested persons may take advantage of the

job description components which will detail job duties, training, requirements, working conditions, employment outlook, earnings and sources of further information regarding that particular job.

Versatility is the keyword in CVIS. The many far reaching implications of this program are only beginning to unfold. A wealth of information becomes readily accessible and benefits the entire Joliet community. Decisions about educational and career directions can be made with the most possible information. Continuity of school programs and courses are improved and all classroom teachers, whether music or math, can utilize the CVIS system.

NUCLEONICS

Nucleonics, a completely laboratory oriented course, acquaints students with the fundamentals of nuclear energy, its effects on biological systems and its practical application in business and industry. This course is designed to stimulate interest in the field of radiation technology, alleviate fears and misunderstanding concerning radiation and provide students with lab skills that will enable entry level employment in the field of radiation technology.

Present employment opportunities for radiation technologists are extremely good in Northern Illinois. Projections for the next five years indicate that more than 500 technicians will be needed in seven Illinois counties. A national survey shows that by 1980 there will be a need for more than 2,300 reactor operators and over 15,000 nuclear technologists.

To fulfill these needs, adequate knowledge and understanding of nuclear science is necessary. A lack of understanding in the area of radiation is illustrated by the following results of a recent student survey: Of those surveyed 43% believed that radiation could be detected by the human senses, 69% believed that a nuclear power plant creates a threat of a nuclear explosion, 78% were not aware of the career opportunities in the nuclear field which requires no college preparation, only 27% knew that x-rays could be harmful to the human body and 16% did not believe that eating foods made from irradiated ingredients would be dangerous.

With the results of the survey in mind, the nucleonics course was designed to not only eliminate misunderstanding, but to acquaint students with career opportunities in the field. Fifty-seven juniors and seniors at the three Joliet campuses recently completed the semester course, in which they learned about radiation by doing exper-



iments in much the same way as scientists do. Laboratory activities combine the theoretical and the practical. The course requires minimal mathematics and should prove beneficial to all students.

PROJECT JOLIET

Project Joliet is a comprehensive kindergarten through eighth grade career education program designed to provide students with a realistic look at the world of work. Developed and implemented by the Joliet Public Grade Schools, the program utilizes a broad spectrum of community resources to demonstrate the relevancy of school and to make students aware of career options.

In order for the program goals to be accomplished the walls of the classroom are extended to include planned career visits outside the classroom as an integral part of the school curriculum. Career visits are structured learning experiences that provide students direct contact with workers and hands-on experiences that enable them to understand the relationship between school subjects and what workers do.

Taking trips to sites where people work is a facet of Project Joliet called "Community Classroom." Students visiting a particular business listen and talk to a cross-section of workers, from entry level to managerial positions. The worker at his actual job site explains his job by describing his daily routine and the tasks he must accomplish. He also demonstrates how he uses academic and social skills on the job.

Whenever possible students actually perform the worker's tasks at designated work stations, eg, a draftsman would give students a partially completed blueprint and asks them to finish it by illustrating knowledge and use of mathematics.

Many community people in business, industry, commerce and government host community classrooms. In the primary and intermediate grades, teachers may develop a career education experience that takes students to a firestation, super market, train depot or dairy farm. Over 100 different businesses have participated this year.

At the junior high level a more structured community classroom schedule takes students to such places as Caterpillar Tractor Company, Joliet Federal Savings and Loan Association, Joliet Herald News, Union National Bank, Illinois Bell Telephone Company, National Bank of Joliet, First National Bank of Joliet, Joliet City Hall and Northern Illinois Gas Company.

Just as students from kindergarten through eighth grade go out into the community, the community also comes into the classroom. People from all kinds of careers are invited to classrooms to be interviewed during the year. Teachers prepare students before interviews by practice questions to role playing by various workers.

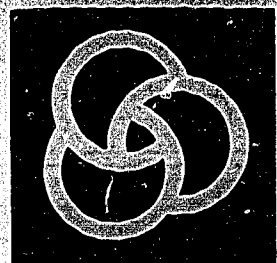
At the eighth grade level students participate in career days. Students select community resource people from various career fields and ask them questions that will provide a realistic overview of their particular job including the requirements in education and/or training. As these eighth graders enroll in high school and pick their electives the drama of career and educational decisions begin.

Director of CIOEDC.....Tom Boldrey Community Resource Coordinator.....Kathy Rees Editor of letter.....Monica Turk

C.I.O.E.D.C.

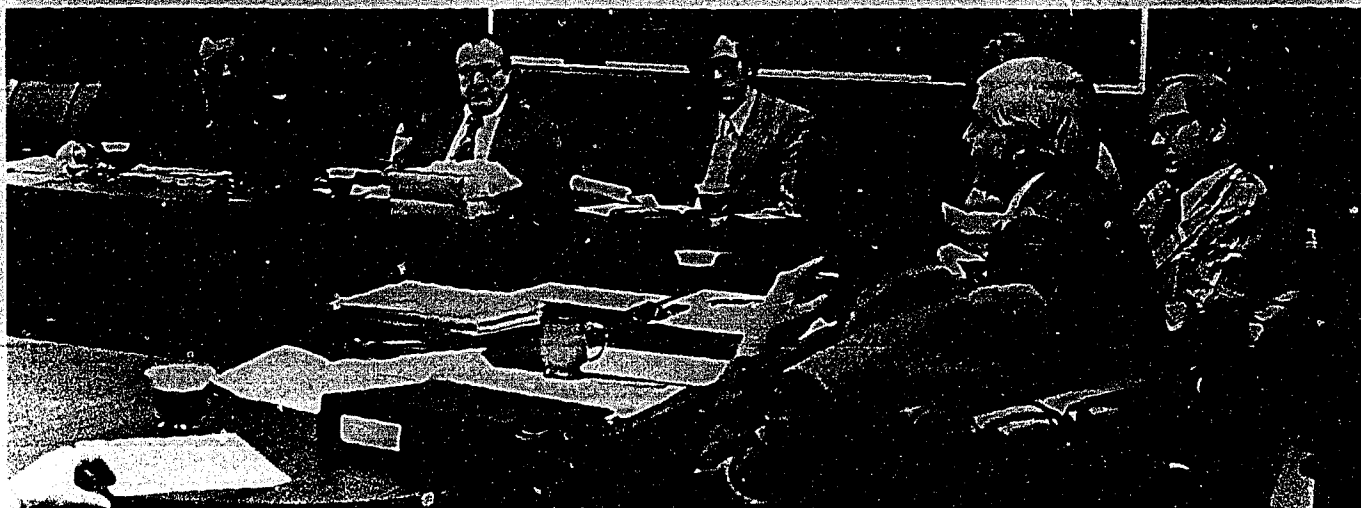
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

A co-operative effort of Joliet Elementary District 86, Joliet Township High School District 204 and Joliet Junior College District 525.



VOLUME 1, NUMBER 2

May, 1975



Center planning demonstrations

During the 1975-76 school year, visitors from throughout the nation will be coming to Joliet to see career education and vocational education activities in action. Plans to demonstrate these activities are underway in the elementary schools, high schools and junior college.

Five conferences are scheduled. Each of these identical conferences will be two and one-half days in length and will begin with a nationally known keynote speaker.

The first morning will consist of a half day orientation outlining the programs' major concepts. Panel discussions, exhibits and slide-tape presentations are being designed to provide a thorough understanding of the 16 programs being demonstrated.

It is the purpose of the CIOEDC to demonstrate what we're doing. Joliet's career education and vocational education programs have been nationally identified as outstanding. The general media, brochures and professional journals are being utilized to attract representatives from business, industry, government and education, locally and nationally. Throughout the demonstration phase, emphasis will be placed on providing visitors the opportunity to talk with teachers, students and community people—those who actually "live the programs."

CONFERENCE DATES

October 27-30, 1975

December 7-10, 1975

February 3-6, 1976

March 9-12, 1976

May 3-6, 1976

Learning to learn...

Learning to live...

Learning to make a living

The activities featured in this newsletter are only two of the 16 components under the Demonstration Center. Other activities are to be outlined in future newsletters.

PREPAREDNESS

Preparing to enter the "world of work" today is a challenging task. Those seeking jobs, whether high school students or people who have been in the job market for 20 years, share common problems in finding and keeping a job.

The Preparedness Program at the Joliet Junior College has a unique way of solving these problems for its' participants by offering a "package deal" to meet the needs of diverse populations. It is designed for the 20 year old and the 60 year old; the person with definite career plans as well as individuals struggling with career decisions; for the retiree seeking a second career and the high school dropout seeking his first employment.

The core of the Preparedness Program is the development of individualized career and educational plans for each participant using aptitude and general interest tests, career counseling, career exploration workshops, skills training and job placement. Enrollment is encouraged at any time during the school year.

There are four basic components of the Preparedness Program which will be demonstrated next year: 1) The Jobs for Women Program; 2) The Early School Leavers Program; 3) Adult Basic Education; and 4) remedial math, reading and writing laboratories. All four components attempt to identify and serve not only the under-employed or unemployed, but also the educationally and economically disadvantaged.

The Jobs for Women and Early School Leavers Programs are work-study programs designed for special target groups--women and high school drop-outs--to specifically provide education and training for job placement to the unskilled and under-skilled.

In both programs, outreach workers and college staff identify and recruit prospective program participants. Vocational counselors test the participants' abilities and aptitudes, then enroll them in educational programs which fit their individual needs and goals. During this time, entry level jobs may be sought which will give the worker some chance of improving his position as his level of scholastic training rises.

In the Jobs for Women Program, emphasis is placed on building self-confidence and setting short and long term career goals. Non-traditional employment opportunities for women are examined. All participants compare their career aspirations with the realities of working and the development of effective communication skills.

In the Early School Leavers Program, high school drop-outs are provided skills training and the opportunity to earn their high school diploma. Job placement is equally important.

Even more specialized needs are met in the Adult Basic Education Program.

These include learning to read, write and perform basic computations necessary for an eighth grade certificate; preparing for the General Education Development Test; and studying English as a second language.

The fourth component of the Preparedness Program consists of individualized laboratories for reading, writing and computation. These laboratories enable students to enter when they wish and leave when their learning module is completed. Audio-tutorial materials, programmed learning and specialized supervision permit a student to learn at his own pace.



In order to effectively meet individualized needs, students may utilize the services of more than one component simultaneously. A student enrolled in the Jobs for Women Program, for example, may enter Adult Basic Education to prepare for taking the GED Test as well as utilize the remedial reading and writing laboratories at the same time.

The two most important facts about the Preparedness Program—it is sufficiently flexible to meet a variety of needs, and it works!

WECEP

Too many persons are leaving our educational system deficient in the basic academic skills. Too many students fail to see meaningful relationships between what they are being asked to learn in school, and what they will do when they leave the educational system. Statistics at Joliet Central High School alone show that at the beginning of the 1973-74 school year, there were 2,450 students enrolled. By the end of the year, 13.8 percent had dropped-out. Twenty quit to work, and 12 dropped because of pregnancy. Another 100 left for disciplinary reasons or a dislike for school. One-hundred eleven were dropped for non-attendance, and 40 quit for unknown reasons.

WECEP, a Work Experience and Career Exploration Program, is designed to help the 14-15 year old potential drop-out before he becomes a statistic. There are six key components to the WECEP Program, 1) job placement; 2) related classroom instruction; 3) a systematic approach to develop career awareness; 4) a high degree of individualized attention, socially and academically; 5) peer group support; and 6) self-help activities.

Candidates are screened by the WECEP staff and accepted into the program on the basis of referrals and staffings by teachers, counselors, deans and others. Students themselves must express a desire to work and improve.

In order to find work for WECEP students, the Department of Labor made a special exemption enabling these students to work 15-23 hours per week and receive both a

salary and school credit. In addition, all students attend daily classes related to their employment.

Two outstanding factors in the WECEP Program are the high degree of personalized attention and the importance of self-help activities. Methods to improve school performance include suspension fines, attendance anonymous and "well dones." Students themselves suggested novel ways to help each other.

Fines of 25¢ a day are inflicted on a student suspended in-school and 50¢ if suspended out of school. These fines are levied and collected by members of the class.



Attendance Anonymous was initiated for pupils having trouble getting to school on time. A volunteer calls another member of the class who is often late to school, picks him up and comes to school with him. This procedure continues for two weeks as a means of developing self-reliance and punctuality.

"Well dones" are group counseling sessions. One student at a time volunteers to be the focus of the group. Each person describes positive attributes about that person, the improvements he needs to make and how he can accomplish the improvements suggested. A time limit for the accomplishment of the improvements is set and the class keeps check.

Camping trips, a dinner at D'Amico's and painting the interior of a house together are as much a part of WECEP as reading from a textbook. A casual classroom visitor might observe several different kinds of job related role playing, such as a cashier being short changed.

WECEP Co-ordinators have demanding challenges as they work with fellow teachers, employers, parents and other school staff. Home visits and parent conferences are effective means of developing continuity between the home environment and school. Staffings on students in the program by deans, counselors, teachers and other specialists furnish clinical data and practical suggestions for working with "potential students."

During the 1974-75 school year, about 80 students are enrolled in a WECEP Program operated at Dirksen and Campers Junior High Schools in conjunction with Central, East and West High Schools. WECEP originated in several school departments in Illinois in 1970 as an experimental co-operative education program especially for the 14-15 year old potential dropout. District 86 was one of these school districts and was also instrumental in developing the state curriculum guide. In the spring of 1974, WECEP began a joint agreement program between District 204 and District 86.

CIOEDC

201 E. Jefferson St.

Joliet, Ill. 60432

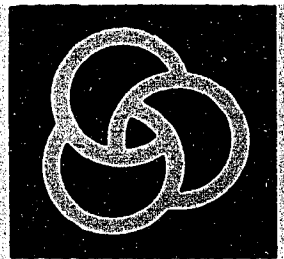
727-4681 Ext. 221 or 259

Director.....Tom Boldrey
Community Resource
Coordinator.....Kathy Rees
Editor of letter.....Monica Turk

C.I.O.F.D.C.

COMPREHENSIVE ILLINOIS EDUCATIONAL DEMONSTRATION CENTER

A co-operative effort of Joliet Elementary District 86, Joliet Township High School District 204 and Joliet Junior College District 525.



VOLUME 2, NUMBER 1

MARCH, 1976

VISITORS HERE... MORE TO COME

Joliet, Illinois -

More than 150 visitors from as far east as Connecticut and as far south as Texas visited Joliet's three school districts as part of the February CIOEDC Conference. Evanston, Highland Park, Canton, Carthage, Rockford, Chicago, Tamme, and Carbondale are just some of the Illinois cities represented. Two conferences have already been held with two more to go - March 9-12 and May 3-6.

Registrations are already in from Colorado, Indiana, Michigan, Minnesota, Kentucky, Montana and Oregon for the next conference. Each of the conferences are two and a half days in length. Each begins with a quiet and keynote speaker. The conferences are designed to enable visits to schools and classrooms, and to provide visitors with the opportunity to talk to the teachers, administrators, and community people who are in the integral parts of implementing these exemplary activities.

The primary objective of the CIOEDC is the dissemination of information. The Contract with DAVE calls for this information to be disseminated, on a nationwide basis, to representatives of education, government, business and the general public. What information? Specific information dealing with the fifteen select activities that were originally developed in cooperation with the Research and Development Unit of DAVE are the ones being demonstrated as the required part of the contract. Obviously, there are many other outstanding courses, programs and activities in our three districts worthy of demonstration that are not a part of the contract.

Two approaches are being used to inform others: Conferences and printed material. A 40 page booklet entitled "INNOVATIONS IN EDUCATION" has been mailed to over six thousand key people all over the United States. Inquiries have come from 33 states as a result of this book, other one page brochures, and presentations. Most of the requests are naturally from educational institutions and groups like: Casper Wyoming Chamber of Commerce, and Department of the Army, Fort Leavenworth, Kansas, etc.

One of the February Conference said it well: "I felt everyone was tremendously enthusiastic and anxious to help in every way. Thank you for an outstanding learning experience."

Wernick to speak at Banquet

Dr. Walter Wernick will address the March 9 CIOEDC banquet at Holiday Inn West. His remarks are founded on his belief and support of ABE teachers. "Learning can be fun for teachers and students," he says, "when parents and resources of the community are brought to bear on teaching life centered themes."

All staff of Joliet's three districts are invited to hear him. For reservations, phone Pam Wade, CIOEDC Hospitality Center, 815-729-9020, extension 414. Tickets are \$7.00 per person. Reservations must be made before March 5, 1976. Holiday Inn West - 6:00 P.M. Cash Bar - 7:30 P.M. Dinner.

Another at Instant

Illinois lottery officials have announced that 4.5 million remaining Instant Lottery tickets will be redistributed to sales agents.

Lottery Supt. Ralph B. said Sunday that 775,000 lottery players will win a total million in prizes from the remaining tickets.

Batch said that when instant game was introduced anticipated that 55 million tickets would be sold, given away as prizes million tickets remaining.

"But instead of tickets back, we distribute them. The public's served as the

Snow hits

PAR
Monde
sixth
aval
Pyr
ove
de

\$32

\$36

jacket dress

211

peek Court

Rd. and Pedro restaurant and a Buffalo Ice Cream Parlor. And there will be art and architecture with long, low buildings surrounding four courts, each with a sculpture paying tribute to Archimedes, Leonardo, Mercator or Cassini.

Osborne, Shay, Boudreau, Boldrey, discuss Demonstration Center activities

There are fifteen activities being demonstrated through CIOEDC that involves pre-school children thru adults. Mr. Richard Osborne, Director of Career Education, District 86, Mr. Willis Shay, Director of Vocational Education, District 204, and Mr. Maynard Boudreau, Dean of Career Education, Joliet Junior College, are responsible for these activities in their respective districts. These activities are:

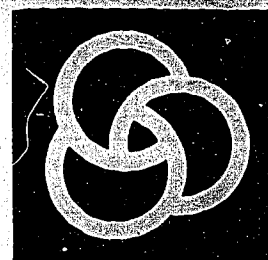
- A system for organizing the curriculum around the world of work themes and conducting life centered interviews with active adults. ABLE MODEL
- A system for utilizing the community as a classroom by conducting planned career visits, interviewing workers and studying the world of work as integral parts of the curriculum. PROJECT JOLIET
- An open entry/exit program for 14-15 year old potential dropouts that integrates on-the-job experiences with the regular school program. WECEP
- A course relevant to the dual role as homemaker and wage earner, emphasizing consumerism. CONSUMER AND HOMEMAKING ED
- A system for locally individualizing instruction by awarding mini-grants to teachers to develop individualized learning modules with audio-visual materials. SIVE
- A high school course to stimulate interest for careers in nuclear radiation technology. NUCLEONICS
- A package of management strategies related to effective utilization of resources, program planning, and evaluation. IOCP
- A systematic approach for follow-up of high school graduates and early school leavers. FOLLOW-UP
- A statewide system for planning and evaluating occupational education in Illinois which involves annual one and five year plans, state approval, and periodic on-site visits by an evaluation team. THREE PHASE EVALUATION
- A system to coordinate community resources and improve school-community linkages. CAREER ED 9-12
- A computer system to allow students from Junior High through Junior College to explore information about self, occupations, and opportunities in jobs and education. CVIS
- A vocational program that emphasizes the technical and applied concepts of physics and math. TECH PHYSICS-TECH MATH
- A comprehensive career planning and preparation program focusing on career counseling, job placement and follow-up for educationally and economically disadvantaged clients. PREPAREDNESS
- A model individualized program designed to prepare students to enter industry as a technologist based on behavioral objectives and student competencies. INDUSTRIAL ENGINEERING

CONFERENCE DATES
March 9-12 212
May 3-6

CIOEDC TOM BOLDREY, Director
KATHY MIHELICH,
Newsletter Editor
Comprehensive Illinois Occupational
Education Demonstration Center

C.I.O.E.D.C.

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER



Vol. 2 No. 2 April, 1976 T. Boldrey, DIRECTOR K. Mihelich, EDITOR M. Garish, SECRETARY

What
people
ask
most
about
CIOEDC

WHAT IS THE PURPOSE OF CIOEDC?

The Demonstration Center is a 2½ year project to disseminate information nationwide about 15 exemplary career and vocational education activities in Joliet's three school districts.

HOW DO PEOPLE LEARN ABOUT CIOEDC ACTIVITIES?

Four 2½ day conferences are being held during the year. Hundreds of brochures and booklets have been sent to each of the fifty states. Chicago and Joliet's radios and newspapers have featured CIOEDC activities. CIOEDC has been highlighted in professional journals and presented at State and National conventions.

WHY DID THE STATE AND FEDERAL GOVERNMENT FUND SUCH A PROJECT?

People across the nation are searching for "what works," in Education. CIOEDC is aimed at enabling educators, business people, and the general public to learn what can be done in a natural setting -- without having to reinvent the wheel.

WHY WAS JOLIET SELECTED?

Proposals were written and submitted on a competitive basis. Joliet's strengths included a strong commitment and early leadership in career and vocational education. Of twenty two possible activities to demonstrate, twelve were already started. Three new ones were added: CVIS, SIVE, and Nucleonics.

WHAT HAPPENS WHEN THE CIOEDC PROJECT IS OVER?

The project is over June 30, 1976, but all of the fifteen activities will continue to operate much as they do now.

Profile

- The people in the projects -



LAUREL LOREY PROJECTS ABLE & JOLIET

LAUREL LOREY says Career Education is the obvious way to teach children the relevancy of the basic skills. Laurel keeps her classroom at Farragut active through the world of work as her students interview community people in her classroom and on career visits. As a veteran secretary for many years before her recent 4 years of teaching, she has much to offer her students through her own experiences. Laurel's program works -- and that's what career ed is all about!

THOMAS ALLEN COMMUNITY CLASSROOM

TOM ALLEN is one of a team of 7 hard working social studies teachers at Gompers who participate in the 7th grade community classroom program. Gomer's team was instrumental in the formative days of the concept. To expose students to careers is one objective of the program, but as Tom points out, the program's strength lies in the reinforcement of school subjects as they relate to the world of work. Hats off to Tom and the Gomer's team of relevant educators.



DON HOPKINS NUCLEONICS

DON HOPKIN'S students gain an orientation to the field of radiation technology through hands on experiences as well as listening to speakers and taking trips. As a part-time Educational Consultant with Argonne National Laboratories, one of his duties is showing VIPs around -- he includes his Nucleonics students as VIPs, too! Don's enthusiasm and varied work experiences are certainly assets as he teaches the Nucleonics course.

ALICE HERRON NELSON CALDERONE PREPAREDNESS

ALICE HERRON develops non credit courses, workshops and conferences for the Women's Program at Joliet Junior College. Many women can thank her for moving them from positions of non-involvement to involvement in terms of continuing education, employment re-entry and self fulfillment through the Preparedness Program.

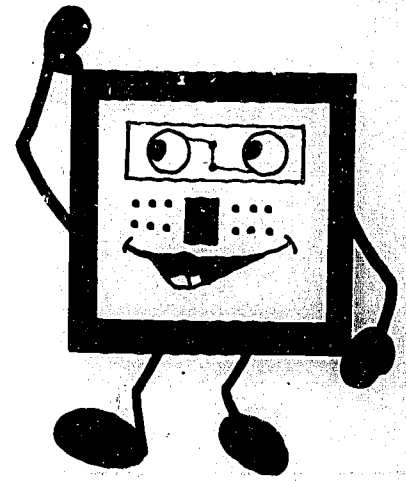
NELSON CALDERONE has a strong commitment to working with individual students who have left high school without diplomas. Supervising students on and off the job is only one of his functions as the Early School Leavers Project Director. The Preparedness Program is fortunate to have Nelson's expertise in assisting adults as they prepare for their future vocations.



The CVIS Computer Gets a Name!!!



Karen Kozlowski and Social Studies Teacher Mrs. Roberta Williams, assist Becky Delaney place her winning name "FUTERIZER" into the CVIS computer.



"FUTERIZER". A secret ray gun? A new job title? No, the name of the CVIS (Computerized Vocational Information System) computer at Joliet Junior College! The name was chosen from entries submitted by 8th grade students from Dirksen Junior High. Hufford students have selected "BRAINEY JAMIEY" as their name for the computer. Gompers and Washington's 8th graders will select names in late spring.

ONE MORE CONFERENCE may 3-6 Your last opportunity

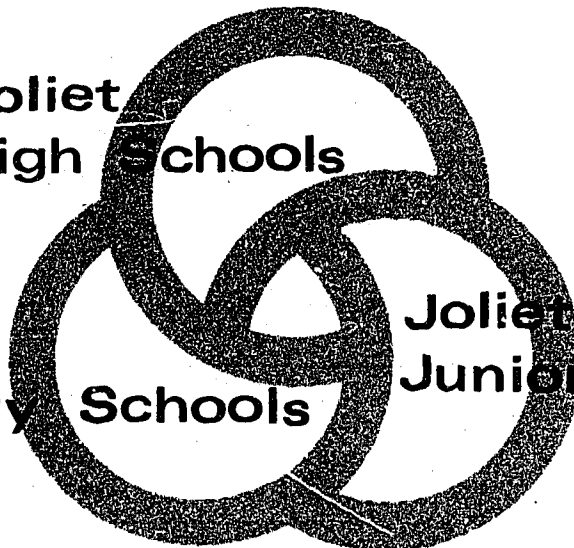
During the first three conferences, visitors have come from ten states with 461 people attending. The last Demonstration Center Conference is almost here.

Roy Lewis, Assistant Dean of Hamburger University for McDonald's Corporation will be speaking at the conference Banquet, Holiday Inn South, May 3. Phone Pam Wade, CIOEDC Hospitality Center, 729-9020, ext. 414, before April 26, for reservations if you wish to attend.

Joliet
High Schools

Joliet
Elementary Schools

Joliet
Junior College



Career and Vocational Education... **And what they're doing about it**

WILL SHAY, DIRECTOR, CAREER & VOCATIONAL ED, JOLIET TWP. HIGH SCHOOL

"If you are looking for 'what's happening' in Career and Vocational Education, look to Joliet". This statement by a state official exemplifies my feelings. At a crucial time for young people seeking their niche in life, we, (the community and school staff) are able to provide a broad base of human services and preparatory programs to help students take that next step after high school. During my 20 years with District 204, I have seen many new developments ranging from exemplary career preparation programs for IMH students to enrichment programs for gifted students."

TOM BOLDREY, DIRECTOR, C.I.O.E.D.C. DISTRICTS 86, 204, 525

"All of us are teachers of career development and vocational preparation. Our role and our goals as professional educators are more easily realized when we capitalize on all the resources in our community for preparing students with appropriate daily living skills. I find it exhilarating to see teachers enjoy teaching, when they organize learning around life centered themes and extend the classroom walls to banks and bakeries, forests and pharmacies. Now more than ever before, education must provide the link between today and tomorrow. Through CIOEDC, we have played an important role in forging that link."

RICK OSBORNE, DIRECTOR, PROJECT JOLIET, JOLIET ELEMENTARY SCHOOLS

"While teaching in the confined inner city of Chicago or in the farm land of Illinois, I found myself asking the same question. How can I expose students to the many alternatives ahead of them? When I confronted the career development concept, I saw that it would expose students to real people, places and things they rarely examine. At best, I have found the concept to be centered around self awareness in attitudes. Values and decisionmaking aid the student in answering the ever present question, 'Who am I?' I'm a humanist at heart, and Career Education centers around humans. I like that."

MAYNARD BOUDREAU, DEAN OF CAREER EDUCATION, JOLIET JUNIOR COLLEGE

"After 30 years of involvement in Vocational and Career Education, I find myself more and more concerned with the ever-increasing proportion of the population that requires vocational competence. The march of technology and science on our modern society progressively eliminates the positions open to low-level talents. Providing career educational opportunities for both the pre-service and in-service t is an ever increasing challenge to me."



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